

XI For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

*From THE CHILDREN'S CHARTER*

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# EDUCATION FOR HOME AND FAMILY LIFE

## PART I IN ELEMENTARY AND SECONDARY SCHOOLS

REPORT OF THE SUBCOMMITTEE ON  
PREPARENTAL EDUCATION  
ANNA E. RICHARDSON, *Chairman*

WHITE HOUSE CONFERENCE ON  
CHILD HEALTH AND PROTECTION



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*Dedicated to*

THE CHILDREN OF AMERICA

WHOSE FACES ARE TURNED TOWARD THE LIGHT  
OF A NEW DAY AND WHO MUST BE PREPARED  
TO MEET A GREAT ADVENTURE



EDUCATION FOR HOME AND  
FAMILY LIFE

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PREPARENTAL EDUCATION

ANNA E. RICHARDSON, *Chairman*

PART I. IN ELEMENTARY AND SECONDARY SCHOOLS

PART II. IN COLLEGES

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##### PART I—IN ELEMENTARY AND SECONDARY SCHOOLS

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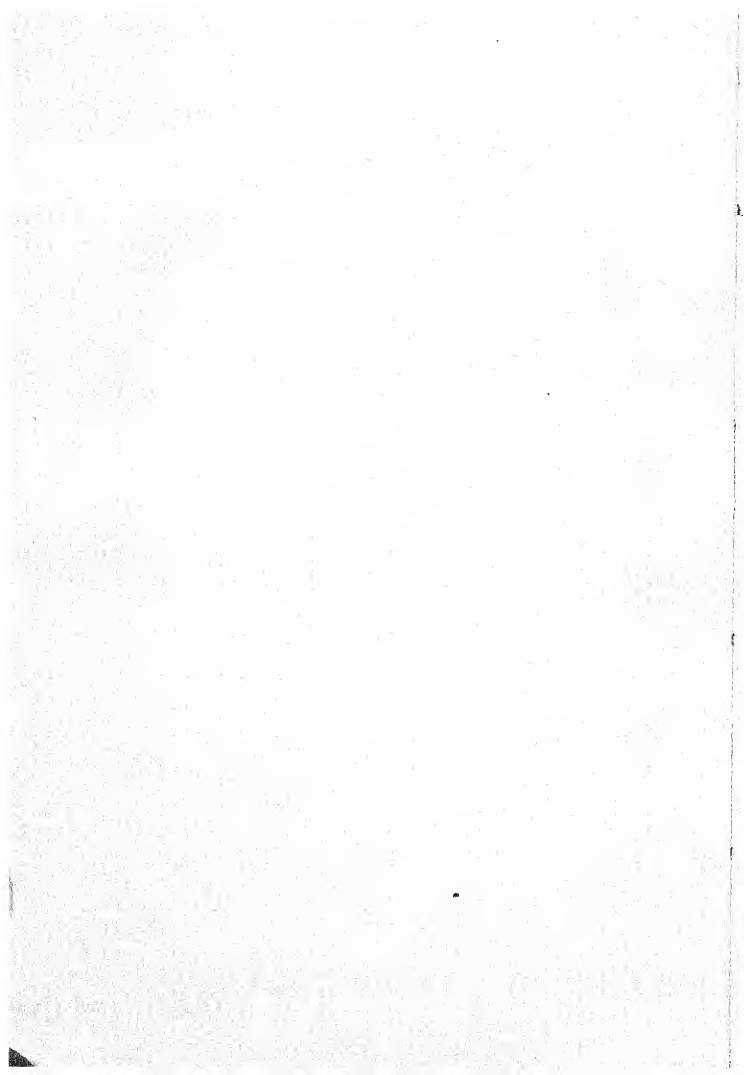
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## FOREWORD

Any contribution to education for home and family life made by this study is largely the result of the broad vision and tireless energy of the late Anna E. Richardson, Chairman of the Subcommittees on Preparental Education in Elementary and Secondary Schools. As a pioneer in this field, she labored to forward progress in the work and to bring to the attention of educators the importance of education for home and family life in schools. To her endeavors should be attributed any genuine worth in this report, and to her untimely death certain inadequacies. The report is permeated by her general philosophy of education and her wise understanding of the needs of youth and the relation of those needs to education for family life.

It was not the intention of the Committee to offer detailed methods by which schools might install programs for education for family life. Each school will encounter peculiar problems which require individual solution, and varied experimentation is desirable.

The writing of this report was in the hands of Lella Warren, Judith Clark, and Adelaide Baylor of the Federal Board for Vocational Education. Ellen Miller of the Merrill-Palmer School, Detroit, gathered part of the illustrative material, which was later supplemented by material furnished by Miss Baylor, who was responsible for the sections on home projects and on teacher training. Doctor Edward D. Roberts of Cincinnati wrote the concluding section of the report. Flora M. Thurston of the National Council of Parent Education collaborated with Miss Richardson and was active in various aspects of the work of the Committee. This report confines itself to elementary and secondary schools; the work being done in colleges was covered by the Subcommittee on Preparental Education in Colleges, and is presented as a separate pamphlet, entitled *Education for Home and Family Life—Part II—In Colleges*.



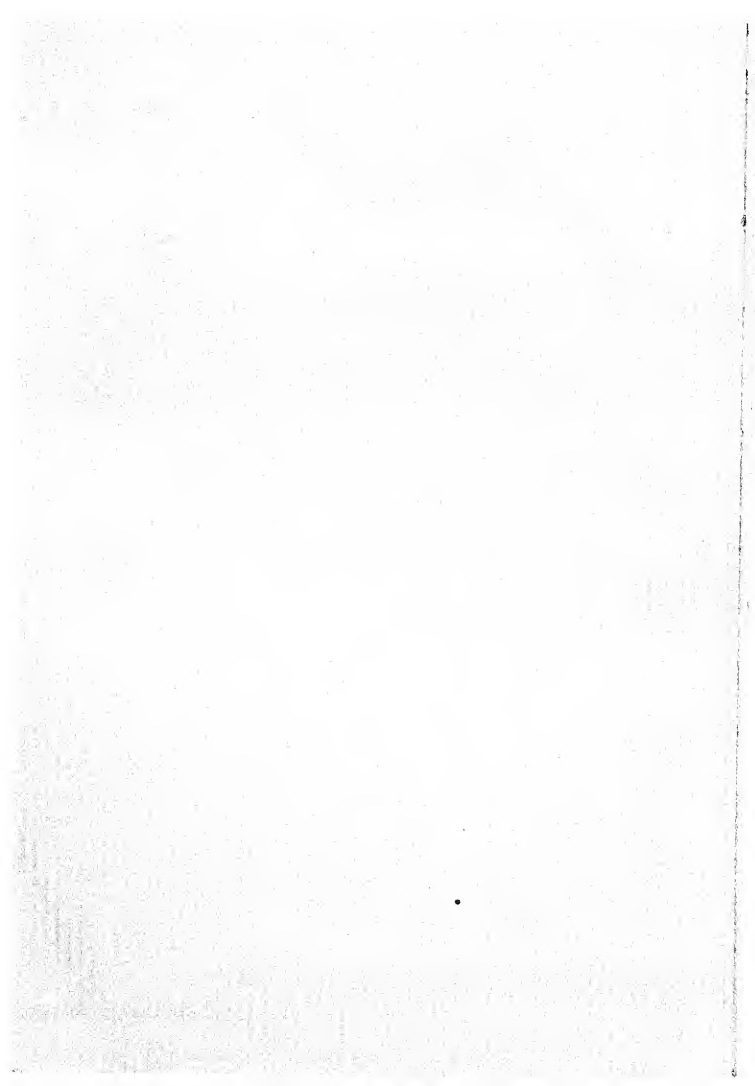
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PART I  
IN ELEMENTARY AND SECONDARY SCHOOLS





# EDUCATION FOR HOME AND FAMILY LIFE

## PRESENT IMPORTANCE

### DEFINITION

EDUCATION for home and family life is a relatively new concept for a very old experience. In the past the family assumed the major responsibility for transmitting the traditions and patterns for home life to on-coming generations. There is indisputable evidence that the home today, laboring under disadvantages imposed upon it by modern conditions, cannot alone cope with the problem of teaching its children how to adjust themselves to family living. During recent years, therefore, this task has been undertaken more and more by the school. The purpose has not been to relieve the home of responsibility but to supplement the home's endeavors in this direction. The school's particular function in such education is to strengthen the home's contribution, taking care in so doing to select for its province the type of experience which it is peculiarly fitted to provide. The school may, further, interpret experience, both in and out of school, in terms applicable to home living. And, obviously, it should actually teach, wherever possible, information, techniques and skills that enable the individual to function better as a family member.

All such education must meet a three-fold obligation. First it should help the child adjust himself, in his dependent state as a small child, in the parental home. Second, it should aid him in achieving in adolescence the necessary independence of that home. Third, it should assist him in maintaining the proper balance of interdependence involved in the forming of a new family of his own.

Family life for the great majority of individuals is a continuous experience. Most children are reared in homes from infancy, and after temporary absences from these homes, they marry and estab-

lish new homes and families. Most unmarried adults live in some form of home, that to them affords possibility of abiding satisfactions, and participate in some type of family life, although it may not follow the traditional pattern of parents and offspring. It may be assumed, therefore, that individuals from their very early years are being conditioned by their home experiences, and that attitudes toward family life and ways of behaving in a family group are being subtly but none the less fundamentally developed by the satisfactions or the lack of them which an individual's home life provides.

Although no other situation duplicates exactly the relationships of the family unit, certain situations in the child's school life approach home situations nearly enough so that the child can utilize their values in developing standards for home conduct. These contacts outside the family challenge the child to socially satisfactory behavior and place upon him similar responsibility to that which he needs to exercise at home for himself and for others. Moreover, it is in the groups outside his home that he must earn personal and vocational acceptance. Thus from nursery school through college, the school has an opportunity to function in the life of the pupil so as to develop in him a sound personality, the knowledge and ideals essential for happy membership in a family group, and participation in home activities.

Any education definitely recognizing the need to work consciously towards adjusting the individual in important relationships, including those of the family, and which contributes to sane, wholesome living is education for family life.

Many subject matter fields not primarily concerned with achieving the objectives of preparing for home life make much progress toward this goal. But adjustment of youth in family relationships is of too vital importance to leave its attainment to incidental chance. The following is a general definition of education for home and family life: any good educational program which, in addition to developing the socially adjusted individual, consciously focuses attention in school upon information, attitudes, and experiences which actually function in home life.

#### THE NEED

Advocates of education for family life are well aware that a project for such education in the schools will meet with this challenge: "Why should human beings need to be educated for so natural

or everyday an undertaking as mating, parenthood or home living?" The answer to that is that modern family life involves far more than its mere biological aspects, and nature instead of being the sole power in life today is but one of several component factors which shape the family into its present complicated pattern.

Undoubtedly the family in its progress through the ages has altered the purposes of certain of its functions, stressed others, and dropped still others completely, but as Eduard C. Lindeman says: "Any institution which is dropping some of its functions at the same time it is strengthening the remaining ones is in a healthy state." Two aspects of family life have assumed increasing importance in present times. These are the protective function and the affectional tie.

In spite of a certain amount of economic independence on the part of youth, society today regards youth as a child for a longer period than ever before. Mental and social adulthood are no longer considered coincident with physical maturity and society endeavors to furnish for the longer period, a suitable environment in which the child can find security while attaining his full, rounded growth. So far the home, unquestionably, has furnished the best atmosphere for this growth.

There no longer exists, however, the compact patriarchal family held together by economic necessity, the stark need of preservation of its entity, and projection of its line into the future. There is instead the modern family in a home equipped with conveniences that free its members from enslavement to the routine of its maintenance. This family lives in an age that sanctions individual choice as to the employment of leisure, thus transforming leisure time into social liberty. Obviously such liberty may be used in a way that can destroy the organic life of the family, or at least vitiate it until only the shell of a home remains. On the other hand such freedom may provide opportunities for personality enrichment to the individual and this in turn may reflect back upon the family increasing richness. The problem is how to develop a balanced individual who will use this freedom for such desirable ends.

Education for home and family life is advocated for the purpose of producing these adjusted personalities capable of functioning constructively in their homes, whether as children, parents, or unmarried adults. Those who sponsor this education are aware of the changed status of the family today and of a certain amount of undesirable friction produced by some of these changes. Since it is not to be expected that the family will recover its lost functions it must be

aided to understand better and to utilize its remaining and its newer functions. One important means to this end is educating children in school for their participation in the life of their present and their future homes. "Education is the reasonable next step . . . Progress comes slowly but education has a large part in bringing it about . . . As the situation is, the family is certain to fall farther and farther behind and marriage to show an increasing percentage of failure if no effort be made to contribute to the welfare of the home by special instruction."<sup>1</sup>

#### EARLY EDUCATION FOR HOME AND FAMILY LIFE

It should be recognized that elementary and secondary education of childhood and youth in family life does not deal with any specified block of subject matter, but draws from all the fields of knowledge and human experience that have a contribution to make. The schools in which this type of education is being developed center their curricula about the growth of the personality of the child with respect to some of the significant human relationships and functions of his life. They proceed on the assumption that education is life and that life when it is lived with purpose and understanding is education. The so-called "child-centered school" therefore attempts to orient youth with respect to all the important relationships of life, those of home and family constituting one of them.

In executing its purpose, such an approach to education must keep clear of the tendency to educate primarily for a future experience. "Not all students are destined to become parents; moreover, pupils have other interests, other aspirations to fulfil and to achieve; not many will be able to view their lives in the futuristic fashion, at least sufficiently to make prospective parenthood a dominant interest of childhood and youth."<sup>2</sup> So far as possible such a program must educate *in* family life as well as *for* it.

If it is agreed that "full education comes only when there is a responsible share on the part of each person, in proportion to capacity in shaping the aims and policies of the social groups to which he belongs,"<sup>3</sup> then it may be argued that as an increasingly responsible

<sup>1</sup> Groves, Ernest R. "Education for Family Life." In *Family Life Today*. See Bibliography.

<sup>2</sup> Lindeman, Eduard C. and Thurston, F. M. *Problems for Parent Educators*. Outline of problems discussed at the annual meeting of the Council of Parent Education. Atlantic City, Nov. 14-17, 1928.

<sup>3</sup> Dewey, John. *Democracy and Education*. See Bibliography.

member of a family, each child should have both the privilege and the task of helping to shape the aims and policies of his home, and that by learning to participate satisfactorily in the important concerns of life during childhood and youth, individuals can come to adult years with a fair amount of equipment for the rôle of parenthood.

#### MAJOR FACTORS IN PROGRAMS

The three most important factors affecting the success of incorporating such education in our schools are: the day-by-day association of pupils with understanding teachers; a plan of school administration which measures its success in terms of better children in better homes in better communities; and an intelligent educational partnership between the home and the school for the benefit of the family and the child.

*The Teacher.* The teacher's part in such a program, regardless of the subject she teaches, is first of all one of example. She herself must embody health and wholesomeness, and be emotionally mature so that her own personal needs will not block her in the discharge of her responsibilities. She must know the problems and possibilities of family life and be able to talk about them with her pupils in such a way that the subject matter she teaches, whether it be history or biology, home economics or English literature, will add to the meaning of home life and supply the information for the achievement of new ideals and techniques. She will need to be skillful in utilizing the everyday contacts of children with one another and the special social and classroom activities of the school as means whereby the children may work out their ideas and formulate ideals of home conduct, and test and evaluate the life about them both in school and at home.

The teacher then must not limit herself to teaching facts. She must view education with a broad outlook, realizing that the school is but one integral part in a larger and not at all static social scheme, that the child is not only a pupil but a member of a family and of society, and that his life is not entirely encompassed within the four walls of the classrooms.

*The Administrator.* Study of the administrative work being done by the supervisory staffs of our public schools discloses the fact that as yet the administrator has not fully realized his responsibility in coordinating the work of the school with the home and community.

There is much talk of the educator's concept of the school's being but

one factor in the life of the child, but as yet actual practice in articulating the school life with the other forces in the child's existence lags discouragingly behind aptly worded theories. Many assistant supervisors are devoting their efforts to organizing the usual school activities or promoting better teaching in the conventional school subjects, but as yet there is "no recognition in terms of staff or budget of the great problem of coordinating the home and the school . . . Every school system of any size should have on its staff persons charged with the responsibility of studying the family in its relation to the education of children, specialists who can skillfully and informally foster the work of parent education and similar groups. Such a department should be a service department and not an administrative or a supervisory department in the narrow sense of those words. Skillful leadership will informally assist parents and teachers in the study of their problems, rather than dictate and administer."<sup>1</sup>

*Home Cooperation.* Educators are undoubtedly recognizing, if somewhat tardily, the necessity of achieving a closer cooperation between the school and the home and other agencies that affect the development of the pupil. There is evidence in the parent teacher movement, the acceptance of the visiting teachers' services, and the eagerness for the advice of special counselors, that the home and school are drawing somewhat closer together. Directors of health and physical education are carrying their work over into the home. Many attendance departments are functioning as child welfare agencies which promote home cooperation. The parent education classes in some schools, the various child study groups and child clinics are all attempts at bringing about this association of home and school. But the importance of this phase of the problem cannot be overemphasized, nor its need overstressed. Particularly when in spite of these first steps in the direction of articulating the child's home and school life, "the profession of education is still primarily concerned with the mechanics of running schools rather than with the great purposes of education or with the school's responsibility to integrate its offerings more closely with the life of the community and particularly with the home."<sup>2</sup>

The problems of incorporating education for home and family life in our school systems revolve in the main around the teacher, the administrator and the home. The problems are manifold, for this

<sup>1</sup> Newlon, Jesse. *The Rôle of the Public School in Parent Education*. See Bibliography.

<sup>2</sup> *Ibid.*

type of education as a conscious movement is still in its earliest infancy.

#### EXPERIMENTAL NATURE OF PRESENT WORK

The examples of such programs in actual practice in schools throughout the country, which will be described are in a highly experimental state and hence should in no wise be considered as final or perfect. Also it must be borne in mind that what is feasible in one school might be extremely impractical in a different institution. Perfected and precisely detailed programs are not suggested and, probably because of the very nature of the undertaking, can never be provided. Effective programs must be evolved with the needs of the situation in mind. Nor is it advocated that such education be developed more rapidly than the provisions for adequately trained leadership.

In view, therefore, of the pioneer nature of the tentative programs of education for home and family life now in existence, the question is one of proposing problems rather than offering solutions. And one must not lose sight of the fact that "training for marriage and parenthood"—and for all home living—"will prove of little value if taught as a system of *recipés*; what is needed is not a set of rules, which most certainly would lead those who followed their precepts into mishap, but a *basis for insight*."<sup>1</sup>

<sup>1</sup> Groves, Ernest R. "Education for Family Life." In *Family Life Today*. See Bibliography.



## THE NEEDS OF YOUTH AND OF THE FAMILY

### NEEDS OF YOUTH

#### *Emotional Development*

THERE is an unmistakable trend in education today toward recognition of the child's emotional as well as intellectual needs. It is now known that emotional development is necessary for intellectual growth and maturity. Conversely, intellectual development should contribute to emotional stability.

The processes of individual development have been described as follows:<sup>1</sup>

"The child has to grow up, and to make the three principal adjustments which are demanded of the complete human being. He has to make the adjustment to society—to pass from the self-centered isolation of infancy to full communion with his fellow-creatures. The human species is gregarious; and if the individual fails to make his adjustment to the herd, his life is incomplete, and his character is not fully developed.

"Secondly, he has to make the adjustment to the potential mate. From the point of view of character-development, it matters relatively little whether the boy or girl ultimately marries; but it matters intensely whether he or she is psychologically adjusted to the potential mate and to the conception of parenthood.

"The third adjustment which has to be made is the adjustment to the infinite. It is useless for a person to consider himself an adult while he is still pretending to himself and to the world that he does not know whether there is a God, and is indifferent on the subject. He is far from maturity if he does not know himself well enough to realize that he has got to settle in his mind his own view of the infinite, and to adjust himself to it. Nor is his adjustment adequately made if he carries through life a conception founded primarily on childish

<sup>1</sup> Miller, Hugh C. *The New Psychology and the Teacher*. See Bibliography.

experience: the conception of a God who is identified either with the severity or with the indulgence of his parents.

"In making these three adjustments, the child is involved in a series of complete transitions. He begins life entirely dependent, egocentric, irresponsible; he should become fully independent, altruistic, responsible. He has to pass from the completely filial to the completely parental attitude. From being the victim of circumstances and environment, helpless in the face of these two factors, he should end by being independent of both, and the captain of his own soul. Lastly, from being first unconscious, and then more and more conscious of himself as a center of attraction, he should attain to the completely adult attitude which includes the readiness to be ignored."

Supplementing this analysis, Frankwood E. Williams<sup>1</sup> has defined maturity in the following words: "An adult is (1) one who is able to see objects, persons, acts (realities) in the terms of what they are, cleaned of all infantile symbolic investments; (2) one who is under no compulsion either to do or not to do, but who is free to act, or not to act, in accordance with the realities of any given situation; and (3) one who is able to adjust to an unalterable situation with a minimum of conflict."

Such maturity can only be attained through successful adjustments at various developmental levels. If the child's progress from infantile to adult emotional stature is inhibited, or prevented by lack of opportunity for development, his usefulness, his success, and his happiness in life will be greatly impaired.

### *Intellectual Development*

The attainment of this functioning emotional maturity is, in the fullest sense, the goal of development, but the individual has inherent capacities and abilities which should be used as tools to this end. Thus, he has intellectual abilities that must be developed through opportunity. His intellectual development—the actual knowledge and techniques that he gains—will be a powerful determining factor in his vocational success. He also has aptitudes for esthetic expression or appreciation that can be utilized either in his vocation or to enrich his leisure time. These must be guided and exercised.

<sup>1</sup> Williams, Frankwood E. *Adolescence*. See Bibliography.

*Adolescent Problems*

Although growth is a continuing process, during adolescence the culmination of physical, sexual and intellectual growth brings the transition to emotional maturity into conspicuous relief. Up to adolescence the child expands in a protective and encouraging environment. During adolescence he is confronted with the necessity of reorientating himself completely to life. Unfortunately for himself and for society, if he does not accomplish this reorientation during adolescence, it will be more difficult, in fact almost impossible, for him to accomplish it later in life. Another quotation from F. E. Williams' *Adolescence* summarizes psychological teachings on the adjustments that the adolescent has to make:

"In facing the world, then, every adolescent, in spite of all the complex problems we give him, most of which are artificial or only relatively important, has only two problems really. One is to emancipate himself from the home, and the other is to establish his hetero-sexuality. Upon the success of these two accomplishments will depend all the future relations that he will have with men as he goes out into the world to deal with men, that he will have with women as he meets them about the world; it will have much to do with his choice of a profession, much to do with his success or failure in his profession, everything in the world to do with the success of his marriage. Upon this will depend also his excellence as a parent and as a citizen, his attitude toward public questions such as morals, ethics, religion, and public policy, his general efficiency, his mental and physical health."<sup>1</sup>

Leta Stetter Hollingworth makes a slightly different analysis from a similar point of view:<sup>2</sup>

"The major persistent problems of adolescence are, as we have seen them, to get away from the family, to achieve self-support, to develop a hetero-sexual attitude, to formulate a point of view on life. When all these major adjustments have been successfully managed, the adolescent has achieved psychological adulthood. He has attained emotional maturity. He has

<sup>1</sup> *Ibid.*, p. 119.

<sup>2</sup> Hollingworth, Leta S. *The Psychology of the Adolescent*. p. 213. See Bibliography.

arrived at a condition of self-control and of self-possession, unified and wholesome."

### *Youth's Statement of its Problems*

The home and the school would be greatly aided, in trying to meet these fundamental needs of youth, by youth's own formulation of its problems. Unfortunately such expressions of needs are not available to any large extent. This is understandable in the face of youth's perplexity. Youth is in the process of finding out what things are about. There is no large body of scientific facts on the problems of emotional adjustment and in the absence of such vital testimony, parents and educators must rely in large part on their own understanding and on that of specialists. Leta Stetter Hollingworth has said: "It should be understood that much of our lore about adolescence rests at present upon the mere opinions of professional observers, rather than upon exact quantitative researches, which would give observation the status of scientific fact."

Several partially successful attempts to discover the conscious needs of youth have been made. The first chapter of the Sixth Yearbook of The Department of Superintendence, National Education Association, is devoted to a discussion of the needs of youth.<sup>2</sup> The results of one interesting piece of research carried on by the committee that wrote the chapter are briefly reported as follows:

"In order to analyze the thought of secondary-school pupils regarding adolescent needs, inquiry was made of students in forty-eight typical high schools of the country. The study aimed to secure responses from boys and girls in the upper levels of high school so that their thought regarding adolescent needs might be checked with educational theory and with secondary-school procedure.

"Among the needs repeatedly emphasized by these young people are the right kind of guidance, training for civic and social responsibility, vocational training, and a greater emphasis on moral and ethical character."

Throughout the returns of this study the boys and girls have reiterated their need for *understanding* and *individual treatment*. This

<sup>1</sup> *Ibid.* Preface.

<sup>2</sup> Sixth Yearbook. Department of Superintendence. *The Development of the High-School Curriculum*. p. 22. See Bibliography.

is consistent with every teacher's and parent's experience with adolescent youth. In addition, the committee found a rather general dissatisfaction with home life among these young people. Although this may be a natural symptom of the adolescent's psychological weaning from the home, their criticisms are pertinent to the problem of modern family life. The committee has said: "Home life of today is severely criticized by the adolescent because of the failure to measure up to the needs of youth. Boys and girls regret deeply the lack of the stabilizing influence of home life. Whatever we may have gained in social contacts through varied types of community interests or entertainment, it is clear that the adolescent feels deeply the loss that these changed conditions have made in the home as the center of influence. Youth also believes that the home has been sadly negligent in the failure to give some simple but elementary information regarding sex problems."<sup>1</sup>

In a study carried on by Warren Coxe of the New York State Department of Education, an analysis of approximately ten thousand replies selected as a sampling of about fifty thousand returns from high school students in answer to the question, "What changes in the high-school course do you think would make the work more profitable to pupils?" showed a great variety of suggestions:

"Thirty-seven per cent made no suggestions, but of those replying, there were some suggestions dealing with the development of personality or with social relations. Of 468 suggested additions to the subject matter of the high-school course, 33 were concerned with social or personal adjustment. These suggestions included courses on 'How to Think,' 'Morals and Manners,' 'Bible,' 'Sex Hygiene,' 'Current Events,' 'Dramatics.' While this number is only 3 per cent of the total number of suggestions made, it is 7 per cent of the number suggesting additional subjects. Other suggestions are found under those classified as changes in personnel. Of 247 suggested changes in personnel, 87 (or 8 per cent of the total number of cases) suggested more friendly relations between pupils and teachers or more interest on the part of teachers. This is 35 per cent of the personnel changes suggested. Out of 441 suggested changes in methods of teaching, 311 suggested making work more 'real' or interesting or demanding greater pupil responsibility. This is 2.7 per cent of the total

<sup>1</sup> *Ibid.*, p. 37.

number of cases and 70.5 per cent of the changes in methods suggested. If we could add all these together as suggestions dealing with better social relations, the total would be about 4 per cent of the whole 10,000 cases or 7 per cent of the number who had any suggestions to offer."

The Young Women's and Young Men's Christian Associations and religious education groups in churches are trying to meet the request of their members for education for mental health.<sup>1</sup> In the past two years, the Division of Child Development and Parental Education in the New York State Department of Education has conducted discussion groups for Young Women's Christian Association and Young Men's Christian Association members on the following topics, suggested by the boys and girls themselves in conferences with advisers:

- The effect on our attitudes toward family life of early childhood experiences
- Family relationships
- Boy-girl relationships
- Brother-sister relationships
- How to develop an attractive personality
- How to have "boy-friends"
- Inferiority feelings and how to overcome them

In a discussion of family relationships in which over one hundred girls participated, leaders of girl reserve clubs listed the following subjects for discussion:

- Freedom in the family
- Favoritism of father or mother for another child
- So many families give boys more freedom, more education, more chances generally
- Old-fashioned ideas—new fashioned-ideas
- Financial dependence and misunderstanding
- Clothes, their choice, amount and care
- Responsibility for helping around the house
- Younger brothers and sisters (always listed as difficulties)
- Sex information ("Why do our mothers so often turn away and not answer?")
- Unreasonable fathers

<sup>1</sup> Information furnished by Ruth Andrus, Ph.D., Director, Division of Child Development and Parent Education, N. Y. State Dept. of Education.

The lists of difficulties made by other groups are practically the same.

If conscious wishes express actual needs, some of the material collected by Ruth Shonle Cavan in connection with a study of the interests and problems of business girls has bearing on the subject of the needs of youth. Surely in admitting their desire for love, marriage and parenthood, these girls are expressing the most fundamental of human needs. Mrs. Cavan says:

"The questionnaire material shows clearly the definiteness of this interest in men and marriage. In response to the direct question, 'Do you look forward to being married?' 79 per cent of one group of business girls gave a specific 'yes' and 6.5 per cent more gave 'yes' with some stipulation, such as 'if I meet my ideal,' or 'eventually.'

"Of a group of girls in a woman's college, 72.1 per cent gave 'yes' for an answer, and 13.2 per cent more gave 'yes' with some stipulation.

"A question intended to secure some statement of the girl's wishes or plans for her future was phrased, 'What would you like to be doing when you are thirty-five years old?' This question has no suggestion as to what would be an appropriate reply. Of a group of business girls 81.8 per cent stated that at thirty-five they wanted to be married, have homes of their own, have children, and so forth. An equal percentage of college girls gave the same answer. Nor is it altogether a question of what the girl wants at thirty-five. In reply to the question, 'Do you feel that you lack anything which would make you really happy?' 17.7 per cent of a group of business girls stated that they lacked men friends, marriage, love. Almost the same percentage of a group of college girls gave the same reply. Only lack of education or of some personality trait had a higher percentage in the business girls' group."<sup>1</sup>

### *The Administrator Appraises Youth's Needs*

The school administrator, if he be gifted with insight, is in a strategic position to gauge the needs of youth. This point of view is

<sup>1</sup> Cavan, Ruth S. *Business Girls. A Study of their Interests and Problems.* p. 42. See Bibliography.

particularly well expressed in the following statement by Superintendent J. M. Gwinn of San Francisco:

"The adolescent needs to be understood. Adolescence is a period of looking ahead to what the adolescent is going to be and do. It is a period of metamorphosis from child to man, and some stages may appear ugly to adults who do not understand. Parents should appreciate the changes that are taking place and not be over-ready to prophesy a final outcome on a basis of what appears in the adolescent stage.

"The adolescent wants to be considered grown-up and be given recognition on that basis and no longer be treated as a child . . .

"Adolescence is a period of outcropping or strengthening of many urges to experience. He needs opportunities to give expression of these urges, to experience widely and freely in so far as social and self-welfare will permit. He must do, create, have adventure. It is the task of the parent and teacher to direct these urges into channels and to sublimate or control the forces of improper urges through greater activity of more worthy ones.

"The interests of the adolescent are as wide as the world of nature, society, and self. He wants to become acquainted with these worlds and to understand them better. The urge to be sociable and to have a successful part in group activities is tremendously strong. The adolescent may not know how to act a successful part as a member of a group, even if that group be but two persons and of the opposite sex. He should be given an opportunity to participate as a member of social groups and be taught how to do so successfully. Proper direction rather than forced inhibitions is the secret to the successful development of youth in the adolescent period."<sup>1</sup>

### *Educational Philosophy*

Although the schools in general have admittedly lagged behind scientific knowledge in meeting the needs of youth, modern educational philosophy has taken them into account. Research into the laws of learning paved the way for an understanding of the importance of

<sup>1</sup> Sixth Yearbook. *The Development of the High School Curriculum*. p. 21. See Bibliography.



wholesome emotional development to the successful acquiring of knowledge. The present trend of educational philosophy was admirably expressed by Doctor Jesse Newlon, Director of the Lincoln School of New York City, at the biennial meeting of the National Council of Parent Education, when he said:

"In recent years a great controversy has raged among students of education over the question of whether education should be designed to prepare for adult life or to meet the present interests and needs of the individual. Undoubtedly this is largely a battle of words, and practice will be very little different as a result of the battle, but the argument is indicative of an important change in point of view. Education surely should meet the present needs of the individual, but we are beginning to see that education is a process of experience that continues throughout life. Tennyson makes Ulysses to say: 'I am a part of all that I have met.'"<sup>1</sup>

If full development is the aim kept in sight, any good education will be education for home and family life. Lawrence K. Frank has gone so far as to say:

"There is no real line of demarcation between education for home and family life and the education of youth generally. In so far as we clearly envisage the task of preparing youth for adult living, we must recognize that education for parenthood calls for the same procedure. To put it in other words, whatever will make for a good parent will also make for a desirable, wholesome individual in any kind of activity or work, and conversely, whatever is desirable to foster wholesome adults is necessary to prepare young people for parenthood.

"I personally would like to eliminate all reference to parenthood as a vocation or a profession as misleading and confusing, and substitute the conception of education as essentially preparation for wholesome, sane, adult living, which will include mating and parenthood."<sup>2</sup>

<sup>1</sup> Newlon, Jesse. *The Rôle of the Public School in Parent Education*. See Bibliography.

<sup>2</sup> Frank, Lawrence K. *Some Aspects of Education for Home and Family Life*. See Bibliography.

This conception of education implies that the emotional development of children be recognized as a definite objective, and that specific knowledge and techniques necessary for furthering the satisfactions of personal life be included in programs of general education. Practical psychology, physical and mental health, nutrition, child care, economics, social science and the varied aspects of sex, as well as certain fundamental techniques of home living, are essential phases of a good general education designed to equip the individual for life. If a child is successfully trained for well adjusted living in childhood it is probable that there will be a progressive adjustment for family living and parenthood in adult life.

The seven cardinal principles of secondary education<sup>1</sup> set up in 1918 by the Commission on the Reorganization of Secondary Education envisage this broad and inclusive conception of the aims of general education: (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character.

In the Sixth Yearbook of the Department of Superintendence (p. 51) the general objectives of all education are defined as follows:

- To promote the development of an understanding and an adequate evaluation of the self
- To promote the development of an understanding and an appreciation of the world of nature
- To promote the development of an understanding and an appreciation of organized society
- To promote the development of an appreciation of the force of law and of love that is operating universally

Even in our imperfect state of knowledge today the needs of youth expressed by psychiatrists, psychologists, youth itself through self-analysis, practical educators and, educational philosophers, are in sufficient agreement to justify a deliberate effort on the part of the schools to educate the individual student for life. On the basis of what we already know, it seems safe to predict with F. E. Williams<sup>2</sup> that, "in our homes, schools, and colleges, where our future leaders are being developed, we shall become as interested and as careful in the emotional progress of children and students as in their physical and intellectual development."

<sup>1</sup> U. S. Bur. of Education. *Cardinal Principles of Secondary Education*. Washington, D. C. Bur. of Education Bull. No. 35, 1918.

<sup>2</sup> Williams, Frankwood E. *Adolescence*. p. 11. See Bibliography.

Such a procedure seems to be further justified by Professor Dewey when he says, "A society which is mobile, which is full of channels for the distribution of a change occurring anywhere, must see to it that its members are educated to personal initiative and adaptability. Otherwise, they will be overwhelmed by the changes in which they are caught and whose significance or connection they do not perceive."<sup>1</sup>

#### NEEDS OF THE FAMILY

Some of the most conspicuous changes in a mobile society are those directly affecting family life. In the past the family seems to have functioned fairly well in providing that security and opportunity for development necessary to the attainment of maturity. Today the family itself is in a dilemma. It is seeking to find its true functions in relation to both its younger and older members in a changing civilization which seems to be attacking it from without and within.

Circumstances at present are such that the family is playing a diminished rôle in the transmission of cultural heritage. According to W. F. Ogburn, "Cultural heritage through the family is two-fold, though the dividing line between these two aspects is not altogether sharp. First, the family is an instrument for shaping personality in the children, for determining, for instance, whether the child is to be timid, honest, conservative, or otherwise. Second, it is also a means for passing on the content of social heritage, for transmitting the knowledge of the ways of doing things that does not enter so intimately into the character, such, for instance, as the transmission of the knowledge of language or of how to work."<sup>2</sup>

It is in the last of these two functions that the adequacy of the family is most seriously impaired; and because the two are closely related, the first and more essential may fail unless the importance of human relationships is more generally recognized in business and education. The forces that have brought about this impairment are complex and not easy to understand.<sup>3</sup> While they do not operate everywhere in the same degree, their influence is widely felt and there is no indication of a reversal of trends in the immediate future.

<sup>1</sup> Dewey, John. *Democracy and Education*. p. 102. See Bibliography.

<sup>2</sup> Ogburn, W. F. "Social Heritage and the Family." In *Family Life Today*. p. 25. See Bibliography.

<sup>3</sup> Lindeman, Eduard C. "Sociological Backgrounds of Family Life." *Parent Education*. Publication of the White House Conference. New York. The Century Co. 1932.

In an older patriarchal agricultural society the family as an institution had a security and influence it has not today. On an economic basis of property ownership an elaborate social structure gradually evolved which operated to perpetuate the individual family at the social and economic level attained. Great families were founded upon the genius, the physical strength, the good fortune or the ruthlessness of men who differed from their fellows in marked degree. Once established, the continued position of such a family was assured by a society which discouraged advancement upwards from a lower social scale. Social changes due to such influences as war, exploration, colonization, and the wider dissemination of knowledge after the invention of the printing press were gradual. As long as families stayed in one place and collected real property, the growth of democracy, while increasing opportunities for individual advancement, left the structure of the patriarchal family almost intact. The church, the school and the college were limited in their functions to the provision of intellectual instruction, but they upheld the existing social ideals and thereby supplemented the influences of the home and the surrounding social group in marking the individual's position.

This whole process was largely unconscious. Neither the individual family nor the institutions cooperating with the home realized to any great extent the real significance of their part in the stabilizing of society, they were working blindly toward the projection of a material immortality and were consequently resistant to changes that threatened their scheme. Public opinion coerced the individual or cast him forth when coercion was impossible. The primary loyalties of the individual were to his family. His secondary loyalties were to his class. The family and its surrounding social group molded his personality from infancy toward the maintenance of these attitudes. The individual walked through life in the groove prescribed by the circumstances of his birth, and if for any reason he stepped outside this groove, he was socially crippled in greater or less degree. The whole social structure was so secure and so fixed that it would in the ordinary course of events have taken many generations for enlightenment based on a broader philosophy and the growing spirit of democracy to bring about any appreciable change.

During the past fifty years, however, incredible progress in scientific invention has accelerated social changes. In the history of the world such acceleration has only been approximated by the civilization of barbarian peoples after wars of conquest by nations of high culture. Railroad, automobiles, steamships, aeroplanes, the telephone,

the radio, the gramophone, the moving picture, the newspaper, the magazine, the increased production of books, and other similar results of scientific invention, have tended to produce a moving population and to disseminate rapidly the knowledge, discoveries, thoughts, impulses, and practices current in modern life. As a social by-product of scientific invention we have what might be called a mass culture tasted everywhere at the same time. Mass production, distribution and consumption of goods have contributed to this homogeneity of culture, by wide distribution of many influences that bear upon family life. The social group is no longer a bulwark against new thought and modes of living. No class or group or family can altogether escape the influences of modern urban industrial civilization. These influences come into the home with the mail, the grocery order and the newspaper. They come in over the telephone wires and the radio. Each member of the family brings traces of his contacts with the outside world back into the home and each visitor brings with him the aura of his particular interests and activities.

The social resultants of modern industry itself have undoubtedly operated to break down the older structure of family life. Migration of workers following the demands of industry and commerce, and facilitated by progress in methods of transportation dissolves those ties of community and hereditary intimacy which make for family security in a familiar environment. Concentration of population in large cities according to the demands of industry and commerce has so far produced definitely undesirable conditions of impermanency and overcrowding which are conducive to actual family disintegration. Unemployment, a tragic result of defects in the functioning of our economic and industrial systems, is another powerful disintegrating factor.

In addition to these more or less external forces, the family is subjected to attacks from within based upon a changed philosophy of living. The World War produced an iconoclastic attitude in the evaluation of institutions inherited from a previous age. To it, also, may be laid partial responsibility for the pleasure philosophy which demands immediate instead of postponed satisfactions from life. An increased knowledge of personality development has served to arouse a highly critical attitude toward some of the older traditions of family life, and the diversified interests of modern life have weakened the cohesion of the family among its members. As Professor Groves has said: "It is unreasonable to suppose that in all departments of life except that of the family we could enjoy the advantages of a

many-faceted civilization which has been carried far beyond the elementary needs of man through the enrichment of culture, and still have the home continue on a spontaneous and impulsive basis."<sup>1</sup>

These are only a few of the changes wrought in a short space of time by a highly mechanized industrial civilization. Some of the forces of this new civilization are favorable to human welfare, if controlled; others, while not unfavorable to individual development, might be offset or even turned to good account through the execution of wise economic and social policies. From the standpoint of the family, the importance of these changes lies in the rapidity with which they have come about. Society has probably never been more humane than it is today. In fact, in the theoretical evaluation of the individual it has perhaps advanced beyond any point in the world's history. The difficulties besetting the family arise from its necessity to adjust immediately to changes that are actually taking place, its lack of understanding of these changes, and its inability to discriminate in choosing values conducive to lasting happiness.

There are many evidences of maladjustments of the family as it tries to adapt itself to changing social conditions. Social statistics and such human documents as modern fiction, psychiatric case histories, divorce records, court records, and social case studies, reveal them. Ogburn says: "These maladjustments are the result of the hangover of theories, policies, ethics that were quite appropriate for the family under the simpler agricultural conditions, but which are not now suited to the changed conditions; they are due the failure of the family to meet the new conditions."<sup>2</sup>

The family, however, seems to be necessary for the emotional satisfaction of a man and a woman, and also to provide physical and emotional security for the children of that union. The permanent monogamous union seems still to be the ideal of western civilization, and this ideal is supported by the latest researches of science. The family still exists and will probably continue to exist in a modified form. Economic conditions have necessitated a reduction in the size of families. It is still a matter of conjecture how much of the advance made by women in business and the professions in the past thirty years is a matter of education and self-expression, and how much is due to economic necessity. The removal of recreational and social

<sup>1</sup> Groves, Ernest R. "Education for Family Life." In *Family Life Today*.

p. 49. See Bibliography.

<sup>2</sup> Ogburn, W. F. "Social Heritage of the Family." In *Family Life Today*. p. 38. See Bibliography.

activities, and many of the older household functions from the home, reduces the educational possibilities of the home for the children until they no longer suffice, even with the help of existing outside agencies, to provide for the child's developmental needs. The scarcity of household labor, the costliness of space, the rapidity and variety of transportation, and the increase of purchasable recreation serve to segregate society into age groups outside the home, instead of the older social groups of mixed ages centering in the home.

If modern urban life provided desirable and controlled age-group associations outside the home, the family itself would probably, in its own membership and through its varied contacts, afford adequate associations with people of various ages for the normal development of its members; but modern urban life conspicuously fails even in providing this. The settlement child probably has a more satisfying social life than his middle-class contemporary, because in his case a definite organization has stepped in to fill his lack. But the social settlement reaches only a small percentage of poor children, and middle-class children little or not at all. In the absence of normal social outlets mothers and fathers become tired and irritable. Boys and girls, through lack of participation in interests and group activities normal to their age, become moody and restless. The frustrations of parents and children find modes of expression that increase the tensions of family relationships. In some extreme cases, children who do not have the opportunity to participate in selected group activities become members of unsupervised gangs that lead them into delinquency, or find their satisfactions in solitary reading and play which produce dangerous imaginative flights from reality.

The family needs today, as it has always needed, a definite organization of social life. In order that it may be satisfying, this social life must be spontaneous and free from exploitation. At least it must be centered in purposes with intrinsic and universal appeal. One of these purposes might very well be general education; and a social life based on this purpose might, without violence to the principles of intellectual freedom and integrity, function in and around the school.

In a changing civilization, the family finds it increasingly difficult to provide security and opportunity for development for its individual members. As a unit of production, its importance is decreasing; as a social unit it is undergoing change. However, it is probable that the family will survive in future civilization, whatever its outward form, for the satisfaction of the deepest and most fundamental of human needs. Ogburn says:

"The family will have to work out new adjustments to the small family, to a family with reduced production in the home for women, to a family which is not to be held together so much by economic and social bonds, but which is to be based on affection. To make these adjustments, the family will have to make new inventions and utilize new researches in the psychology of personality, utilize new knowledge regarding the habits and practices of affection, and the new discoveries regarding the training of children. It does not seem probable that the family will recover the functions it has lost. But even if the family doesn't produce thread and cloth and soap and medicine and food, it can still produce happiness, which does not seem such a very bad thing to do, after all."<sup>1</sup>

If the family is to make this transition successfully, certain adjustments will have to be made by industry to improve the conditions of employment and to provide a more equable distribution of wealth. Education has an equal responsibility. Only through education can a general appreciation of the factors threatening the essential nature of the family, and the technique of adjustment to immediate conditions, be brought about.

#### HOW THE SCHOOLS CAN HELP

There are certain specific ways in which the schools can help. They can make known more widely the ways in which social and economic forces operate to influence modes of life, in order to bring those forces under ultimate control. They can make known more widely what science has discovered concerning human behavior in order that all human relationships, including those of the family, may be appreciated and improved. Through adult education, they can help parents with their immediate problems; and they can provide parents of the future with a basis of knowledge for successful parenthood. Although direct cultural inheritance of traditions concerning child care and training has been interrupted, the knowledge that exists for dissemination is more accurate and useful than it has ever been before.

*Teaching Techniques and Skills.* The school can also teach many of the techniques and skills, both practical and esthetic, which are no longer taught in the home. Some of these, particularly those having to do with complex household skills, are no longer essential;

<sup>1</sup> Ogburn, W. F. "Social Heritage of the Family." In *Family Life Today*. p. 38. See Bibliography.



but all children, both boys and girls, should be taught some of the more fundamental principles and practices of home making, and they should be taught the science of home management under the changed conditions of modern family life. Other skills and techniques, such as music, painting, and the manual arts, while of the greatest importance to the individual, have been crowded out of the home by inventions and actual lack of space. The schools can provide materials, instruments, instruction and space for the pursuit of these arts both for appreciation and self-expression. From the point of view of personality development and the use of leisure time, such instruction is a need that must be recognized.

*Vocational Guidance.* The schools can also meet the need for vocational guidance. The family in severing its permanent social connections from the larger family group has lost the organization formerly provided by society for the placing of children in their life work. The isolated family can neither place the children, nor give them adequate vocational advice. The school, because of the possibility of organized effort and a wider knowledge of the children and the vocational opportunities open to them, is in a position today to perform this service better than it has ever been performed in the past.

*Personality Adjustment.* Through wise personal guidance and appreciation of individual development the schools can advance personality adjustment to the immediate advantage of family life and the future advantage of children yet unborn. In addition, they can relieve the tensions existing in family life by providing social and recreational facilities for the whole family. The schools already have in their plants the nucleus for a satisfying community life. Under wise leadership, they could provide outlets for the many emotional cravings that tend to produce instability and maladjustment in an inadequate and restricted family life. Such a coordinating center could also serve to direct many social and educational activities back into the home. With the growth of understanding and insight many families would make a deliberate effort to recapture satisfactions whose loss they have only vaguely recognized.

*Adequate Social Life.* While service to the community is an opportunity for the schools, ample provision for the social life of the boys and girls who are its pupils is an obligation. The average family can no longer provide wide acquaintanceship with the other sex and ample facilities for entertainment. Furthermore, unless there is a group organization of young people around a definite center, the conveniences of rapid transportation and purchasable recreation tend

to restrict young people's opportunities to know their contemporaries intimately and well. Yet these opportunities are necessary if their relationships are to be wholesome, and if there are to be a greater number of successful families in the future. Organized effort will have to be made to provide the young people of today with an adequate social life.

*Sex Instruction.* Due to the complexities of modern civilization, adequate social life is not enough. Young people need guidance and instruction in sex. The home has definitely lagged behind modern science and education in providing this, which is understandable since such instruction was not widely available a few years ago. Many parents are themselves struggling against handicaps of sex and marital maladjustment. While agreement has not been reached by educators as to the specific kind or extent of such instruction which is desirable in the schools, the need for help of some kind or another for young people is apparent. They, themselves, are more frank, more experimental, more consciously eager to reach adjustment than were their parents, but the reserve maintained by their elders on these questions makes wisdom based on experience inaccessible to them. Undoubtedly much of the unhappiness and tragedy of life could be avoided if young people were courageously taught sound facts about sex, mating and marital relations. Young people should be helped to live happy, useful lives before marriage or without marriage; they should be taught how to attract a mate; they should be taught the psychological, sociological and emotional bases of happy marriage; they should be taught the meaning of emotional drives and emotional maturity. What part the school will ultimately play in such education is not predictable. Rapidly increasing experiments show that teachers and administrators who are emotionally mature and possessed of the requisite knowledge can in many ways partially meet this important need for their pupils. The school can also help parents meet their children's needs in sex education.

An honest and intelligent approach to one phase of the sex guidance of young people is described in the following paragraph by Hornell Hart:

"Instead of saying to young people, 'Thou shalt not!' we are beginning to say something like this: 'You are seeking for fulfillment of your personality, for release and integration of your powers and purposes. You are wondering what sort of sex behavior will promote these ends. We have been watching

sex experimentation for twenty years or so. We have watched honestly for successes as well as failures. We find the evidence piling up that in our civilization the people who engage in premarital and extramarital sexual intercourse run heavy risks of broken friendships, of unforgettable regrets, of shattered careers, of unsatisfied restlessness, of hideous disease, of social contempt, of disintegrating personalities, and of the loss of the deepest and finest values of the love relationship. If you have any cases or data looking toward an opposite conclusion, we are keen to hear about them.'"<sup>1</sup>

The school is on the whole in an advantageous position to furnish many of the outlets and opportunities which the family so much needs. Because of its long established integrity, and because of the faith the American people have had in it since the time of Jefferson, it can lead with confidence, even the first steps to produce a favorable sentiment toward a vitalized curriculum. The family needs help in understanding its own problems. It needs education. Aside from actual education for parents, the school can provide this education through the boys and girls who are already under its guidance by teaching them the nature of the family as an institution and its place in the social order, by making them aware of their immediate privileges and responsibilities in family life, by giving them the specific knowledge necessary for home living in a mechanized age, by giving them insight into human behavior and family relationships, by helping in vocational adjustments, and by providing opportunities for them to establish themselves as socially competent individuals in the society of their own kind.

A strong reason for the schools' assuming an increased responsibility in such education is given by Ernest R. Groves when he says:

"The greatest need of all in the movement of educating for marriage and parenthood is to keep it from becoming either a fad or a species of social exploitation. The more the new type of instruction is linked up with existing educational institutions, the greater will be its sanity; at best any program for the conservation of family life will carry risk. As the mere phrase-maker and the pseudo-scientist rush into the enterprise, much mischief will result and the growing confidence of the public will be quickly lost."<sup>2</sup>

<sup>1</sup> Hart, Hornell. Letter published in the *Survey*. See Bibliography.

<sup>2</sup> Groves, Ernest R. "Education for Family Life." In *Family Life Today*. p. 53. See Bibliography.

## PRESENT SITUATION

**I**N order to understand clearly both the limitations imposed upon education for home and family life by existing school systems, and the potentialities for constructive development indicated by the meager beginnings in practice at present, examples of the work being done in various schools were collected.

First, questionnaires were sent to about three hundred schools reputed to be doing work in this field. Approximately one hundred schools responded. Second, a research worker was sent to make a canvass of outlines of pertinent courses of study on file at the Curriculum Repository at Teachers College, Columbia University, New York City. Digests were made of those courses found to be making unique contributions. Third, a similar procedure was carried out with the course of study outlines on file at the Federal Office of Education at Washington, and finally information was obtained by special letters to schools and educators known to be making interesting experiments along these lines.

Obviously this plan of procedure had certain serious defects. The actual experience of witnessing the programs in active operation was denied the research workers, and this restriction resulted in a lack of conviction as to the efficacy of the courses described in reports. To the limitations of the method of securing the information some of the limitations of the examples must be ascribed. For instance the mere fact that questionnaires were employed conditioned some of the replies, since there were unavoidably some leading questions which biased the answers. Some instructors sought strained relationships between their courses and home life, while others narrowed replies to the tabulated form of the document. This latter defect was not entirely offset by the request for personal comments upon the outstanding features of the program. In resorting to the perusal of outlined courses of study an even greater difficulty was experienced, for obviously there was no means of getting at the reality behind the cut and dried phrases. It is evident then that the descriptions on paper of efforts being made through the schools to fit childhood and youth for home life must lack much of the vitality that would be apparent to an observer watching the instructors conducting the courses.

Making due allowance, however, for the loss of vigor occurring in transit from persons to paper, certain deficiencies in the programs are self-evident. Many of them start out bravely only to fall discouragingly short of the aim or to become lost in a maze of administrative difficulties. Others evade issues, mark time, or overlook rich opportunities for interpreting school situations in terms pregnant with meaning for home conduct. Many of the schools making reports have failed to realize what the deeper as well as broader concept of education for home and family life really is. They limit their efforts to mere instruction in certain housekeeping skills or to a superficial summary of conventional social science information. It is clear that unless these skills and facts are applied to the real life of the family or sharply related to personal concerns of the pupils, they fail of their purpose.

The mere fact, however, that such attempts are being made at all is highly significant, and the unanimous enthusiasm of the instructors conducting the classes is a factor not to be underestimated. With one accord they express the opinion that the need for giving youth understanding guidance in solving its perplexities is urgent, and they report an invariable eagerness on the part of the pupils for assistance, and parental approval of school discussion of the intimate affairs of their children.

Also, in considering the inadequacies of existing programs of education for home living, their flaws and ineffectiveness, it should be borne in mind that if smoothly functioning, unfailingly successful programs were already in operation then such education would be a wide-spread accomplishment instead of what it in truth is—a pioneering force attempting by slow research and tentative experiments to bring aid to the modern home through instruction of its future homemakers. If unassailable programs were in operation then educators would have only to attend to the “lubrication” of a well designed and functioning machine. But that stage has not yet been reached. The movement is still in an incipient state and the examples herein cited should be studied through constructively critical eyes with a view to improvement, and regarded as having but the germ of feasible suggestions rather than as being matured and fruitful.

It has been stated earlier that education for home and family life includes any good educational program which in addition to developing the socially adjusted individual, focuses attention in school upon information, attitudes, and experiences which actually function in home life. This may be accomplished by having the school’s under-

lying principle one of recognition of youth's urgent need for help in clarifying its problems and achieving a happy balance in personal relationships. The entire curriculum would then be permeated by this philosophy and all departments integrated around this aim. The programs of several schools reported show a trend in this direction, but probably no school serving the general public can integrate its entire curriculum about the objective of educating for home living.

For the most part where such education is being accomplished, it is through the redirection of subject matter taught in a single course or group of courses to pertinent application toward an understanding of human relationships, family life and home affairs; through courses dealing with the skills necessary to the functioning of family life; through health programs where practices carry over into the home; through emphasis on family relationships while standards of social conduct are being formulated in extracurricular activities.

The school should recognize girls' and boys' needs for understanding help in adjusting themselves to the conditions of their homes. In assuming the rôle of interpreter, the school must not deliver dogmatic opinions, but help youth work out its own solutions of its social, moral, ethical, and emotional problems in relation to family life, for the ideals and standards whereby the child arrives at his solutions must evolve and grow as a living part of the organic whole of his personality, rather than be grafted upon his consciousness from without.

Although the school is aware that it is supplementing the home's efforts in the performance of an obligation too great for the home to meet alone, it should not adopt an attitude of critical superiority. This would defeat one of the cardinal precepts of education for family living, which is to foster in the young a wholesome regard for the dignity of the home's position in the social scheme. Moreover the school should recognize the contribution the home makes to educational procedure by utilizing vital experience out of the child's home life.

#### CLASSIFICATION OF EXAMPLES

In any effort to set up standards for a field of education involving the development of personality, it is essential to take into account the factors which conditions such growth, thought, feeling, and action. The individual "grows by what it does, by what it learns, and by what it desires." Programs of education for home and family life, therefore, are constructive according to: (1) the extent to which the

true desires and needs of the pupils are the basis for programs; (2) the richness and appropriateness of the subject matter utilized to meet these needs; (3) the realness of the experience by which new ways of living and feeling are achieved; (4) the extent to which attitudes and appreciation favorable to better home life are developed.

These four criteria were used to evaluate the contributions of the examples collected of education for home living.

*Programs with Indirect Value.* In certain schools where education for family life was not a direct aim, such education grew out of the nature of the objectives of the school, which were allied to the most intimate interests of the pupils. Where this connection is "inevitable" a great stride forward in this field of education is permanently made; but in cases where it was merely "incidental" and came about through some set of fortuitous circumstances that might not be present another year, it is necessary to insure the continuance of the connection between school learning and home living by a conscious effort toward this end.

*Specific Programs.* Where schools reported adjustment of the pupil in his family relationships as one of their objectives, a study of the returns showed that the methods used fell into certain specific groupings. The most frequently used avenues of approach were the following: nursery schools and kindergartens which utilized the child's ordinary daily procedure as a basis for school activities; social science studies in the early elementary grades that turned to the child's home life as a means of stimulating his interest; conventional subject matter such as mathematics, history, English, and biology, which had been redirected to have a direct bearing on the pupil's individual problems particularly in relation to his family; health programs that carried over into practice at home; home economics departments where the larger philosophy of home making rather than housekeeping was envisaged; integrated programs which took into consideration the whole child including his home and community life as well as that at school; special coordinating agencies such as home rooms, assemblies, deans of girls, counselors, and visiting teachers; all extracurricular activities providing a free atmosphere where adjustments were constantly necessary.

## NURSERY SCHOOLS AND EARLY ELEMENTARY GRADES

SINCE psychologists tell us that the habits and ideals acquired in early years are significant to the total personality of the adult, it is necessary, if children are to have desirable attitudes toward home life, that they early realize what parental responsibility involves, what their own position is in the family group, and how the privileges of participation in family life can be made to yield satisfactions and delights not to be duplicated elsewhere. Therefore education for this purpose must begin at the earliest possible level, in the kindergarten or wherever possible in the nursery school.

To be effective, any program of education for young children must be suited to their particular needs and interests. Proper physical development looms large at this period, sheer activity engrosses the child, and for a longer period play is his most absorbing interest. At this stage ample running space and large pieces of play equipment are needed for the exercise so necessary to physical growth, since in this manner he develops first, control over himself and eventually control over his environment. Simultaneously his sensory development is progressing apace. Consequently he should be allowed time for unhurried and undictated looking, listening, and manipulation, which sharpen his sense perceptions and lead to increased mental alertness.

Accompanying the need for opportunity for individual growth is the necessity for learning how to work and play with other children. This aspect of the child's life is introduced by entrance into school. Inseparably mingled with this first step toward social consciousness is the widening of the child's emotional interest, which is being extended to include not only his mother and father but companions of his own age. This is a definite step toward the desired growth in direction of heterosexuality.

At the same time the child's need for establishing independence, achieving a personal entity is rapidly growing. A tendency in that direction has been inherent in him since birth, and now his attempts at independence are assuming the dignity of that self-reliance which is a necessary part of growing up. The earliest educational levels deal



then with a small, ceaselessly active individual, who is becoming increasingly aware of a larger world without and a sturdier independence within.

#### NURSERY SCHOOL PROGRAMS

Nursery schools make a definite and valuable contribution to education for home and family life, although this aim is not voiced by them in such specific terms. It is the inescapable result of seeing themselves as one part of a continuing interrelated educational experience of home, school, and community. Being conscious of the child's twenty-four-hour day, the nursery school as far as possible integrates the child's school activities with those of his home. This gives the child during school hours, and at home if home cooperation is successful, an environment which provides, first for the sound physical development so vital at this age, and second for the gradual integration of all his resources so that he may function in his social group to his full capacity. The method employed is the simple one of utilizing the child's everyday activities, which are much the same at school as at home, with modifications imposed by association with a larger number of companions and access to a carefully equipped playground.

In accordance with the accepted standards for nursery schools, the youngsters at the *Normandie Nursery School, Los Angeles*, which is part of a city public school system, occupy themselves with the ordinary concerns of normal, healthy children. No attempt is made to engage the children in complicated activities foreign to their nature. They run, jump, play in a sand pile, eat a meal, take a nap, and under the watchful eye of the teacher they learn to wait their turn on play apparatus, to feed themselves in a mannerly fashion, slowly assimilating an understanding of the fundamental courtesy upon which table manners are based. The small pupil not only learns that his face and hands must be kept clean, but to wash them himself and leave the basin tidy for the next child. These practices proudly carried over into the home make him more of a companion and less of a care to mother. In short he is becoming a personage in his family circle.

Whenever a problem concerning one of the pupils arises, an informal friendly conference is held between the parent and the teacher in whose jurisdiction the matter falls. Group meetings with parents are conducted by members of the staff. There is the highest degree of cooperation between home and school, for the school realizes that

serenity and congenial cooperation of all persons coming into contact with the child fosters wholesome responses in the child.

The nursery school, of which this one is a fair example, takes into account, first the necessity of adjusting the child with as little friction as possible in his still largely dependent state in his home, second the need for encouraging his first steps toward achieving ultimate independence, and third a consideration of the rights of others which enables him to function acceptably in a social group whether it be one of school mates or family members.

#### KINDERGARTEN AND EARLY ELEMENTARY GRADE PROGRAMS

The slightly older child still finds play his primary concern. Through dramatic play he gives vent to his energetic interests; progressive educators have wisely made use of this trait to vitalize the school work. The result is the so-called "Activity Program," so widely used in schools subscribing to the principles of modern progressive education. Between these principles and the philosophy of educating for home and family life there is no conflict. Rather should the latter be viewed as part of the former—that part of general education which deals primarily with developing the individual to meet those intimate aspects of his life which are concerned with his home.

In schools with a free activity program, children have opportunities to meet new conditions and to mingle with people that cannot be experienced in a formal classroom where conduct is prescribed. "By the term 'activity program' is meant a school curriculum which provides a series of well selected activities for different levels of growth, which offers opportunities to children to engage in worthwhile, satisfying experiences while carrying out their most worthy and most challenging purposes. It provides an environment in which children continually purpose and act in situations of meaning to them, in which they live fully, richly, happily now, and so have the best possible preparation for living successfully after they leave school."<sup>1</sup>

Such activities should not be limited to mere physical action, but should include emotional and intellectual activity. It is the province of the teacher in conducting an activity program, first to discover the children's true interests, for if the child's project is of vital concern to him he will be not only receptive but acquisitive in his desire for

<sup>1</sup> *Teachers' Guide to Child Development*. See Bibliography.

new information; second, to guide them in undertakings based on their interests which offer the richest opportunity for experience and growth in knowledge, aptitude, and a state of mind that produce even better adjustment in living. Children, being inexperienced in living, need guidance toward those activities which lead to fruitful and educative enterprises.

Much of the child's play in kindergarten and first grade naturally centers around his home, since his life has thus far been largely confined to it. No aspect of family life escapes his dramatization from sending father off to work to administering medicine to the sick baby. Educational activity programs which center about playhouses, dolls, home life in other lands, or primitive home life abound in schools throughout the country. Some educational experts are inclined to condemn such activities on the ground that they make no unique contribution along progressive educational lines. If the starting point of activities is to be the child's "own true interests," however, one must not undervalue the indication brought out by the zest with which an undirected child in his own vestibule turns to playing "mother and father" with the cooperation of a small neighbor and a protesting kitten or puppy.

The creative minded teacher can take these oft-practiced projects and convert them into fruitful enterprises, which offer a congenial and logical starting point for the child and set the stage for the teacher. With her analytical knowledge of the children's problems, she can provide the guidance which enables them to gain a rich background in various subjects related to their undertaking so that a working relationship between various fields is more and more consciously set up, connections made between facts and personal experience, and a new meaning for home life built up in his mind.

Many schools effectively carry out, at least in the kindergarten and first grade, a three-fold objective for their programs—the adjustment of the child in his home, his school, and his community. They consider the logical first step is to make the child aware of the importance of his home's contribution to his welfare, and that a proper awareness of this is necessary before proceeding to adjust the child in the enlarged horizon of school and home.

The public schools in *St. Louis, Missouri*,<sup>1</sup> have developed a program of socialized activities which aims at developing appreciation of home life. The objective in common with many kindergartens

<sup>1</sup> *Kindergarten. Committee Reports. Curriculum Bulletin No. 10. St. Louis, Board of Education, 1926.*

throughout the country is to help the children become specifically aware of the relationships, duties, and responsibilities of the members of the family.

This school system follows a plan in general use at this level. Interest is aroused by a free discussion of things which are done by the members of the pupils' families. Such questions are asked as, "What is mother's work in the house?" The answers must be widely inclusive of her multitudinous duties, and to the question, "What is father's work in home making?" the usual replies of, "Taking care of the furnace and mowing the lawn, are not enough. The children are led to an appreciation of father's love and care, and the knowledge that his work outside the home is really for its maintenance. Then follow discussions of what sisters and brothers contribute to family life and finally "What I myself can do."

The children relate home experiences in school and carry stories of their school experience back to members of their families. This recognition of the enjoyment of family life is a definite part of the philosophy underlying the program. There are songs, stories, and pictures concerning family life. One device for increasing the children's interest in their own homes is to have them tell about the new and interesting things in them.

The total daily program is arranged to give as much experience as possible in the practice of habits which are valuable in home life. Children are taught the importance of personal cleanliness and encouraged to practice it in school. They learn the proper use of the drinking fountain, the importance of individual towels, the use of handkerchiefs and where to keep them. They learn to wash their hands before eating and after the toilet. Time and opportunity are allowed for doing all these things in school, and they are shown the desirability of doing these things for themselves at home instead of leaving it to mother or the maid. Other health factors are provided for in the daily program, such as rest after lunch, frequent change of occupation, quiet during rest periods, and the removal of heavy or damp clothing. Of greatest significance, however, is the fact that all health or safety experiences in the school are related to the child's life outside the school.

In short, the emphasis throughout the program is upon giving the child a perspective which takes into consideration the fact that other members of his family play important rôles in the life of the home, and that his membership in a family group entails certain duties as well as privileges.

The first grade programs in the public schools of *Raleigh, North Carolina*, have an activity program which centers around a play house. After the children have been introduced to the school environment and feel free and interested, discuss their own homes and families. They talk about what their parents do to make a home and the help which they themselves can give their parents. Then follows the study of their houses and of houses in the community in order to see different types of houses and to observe the essentials of homes.

A passable house is then built by the children and becomes the center of interest. The children experience some of the atmosphere of a home by playing family in the play house, dramatizing events of home life, and by having stories read to them in the play house living room. Each week one of the children is appointed as housekeeper. This child delegates tasks to the other children and directs the work. They learn to care for the home, to make beds, and to arrange furniture in a pleasing manner. Guests are entertained in the house so that the children may learn good table manners, politeness, and consideration for others.

How efficacious such programs actually are in preparing children for home living depends upon the teacher's ability to make the child grasp the connection between the school situation and that existing at home. Another important factor in the successful results of such procedure is the degree of encouraging responsiveness with which the family meets the child's attempt to utilize at home the information and skills gained by school experiences.

The standard nursery school, which sets up a home atmosphere with certain modifications, which bases its procedure upon those activities that occupy the child at home, and which is endeavoring to train the child in the formation of habits necessary to functioning in a well regulated family, by the very nature of its objectives, is preparing the child to make more fortunate adjustments in his intimate relationships, including those of the family. The task is one the nursery school accepts naturally and with very little self-conscious pother, for it plainly supplements rather than supplants the home, and is an integral, not a separated, part of the child's entire day. What colors the child's home, home life and needs also colors his school interests. It is not difficult, nor in any sense far-fetched, for the nursery school to be educating soundly in fundamental ways for family life while pursuing its normal course. •

Much the same thing holds true of the kindergarten and first two

elementary grades, permeated as they are today, even in the more conservative schools, by the free atmosphere of activity programs, for at that level the pupil's world is still largely governed by his home, and the two main factors in his life, home and school, should dovetail, because of an interest in developing the whole child, and because of the child's eagerness to put into immediate use everything made sufficiently vivid to him in school.

Later the child becomes less home bound. His interests include many that have their derivation outside, and not infrequently conflict with, the family. The schools he attends, not being conceived as supplementary aids to the homes, are not always integrated into his general daily life. It is not to be wondered at therefore, that the problem of relating school instruction to home problems is a more difficult one at the higher levels where the student's life includes other interests than those of the family, and where the school is somewhat isolated from the home situation. As the pupil progresses from grade to grade he becomes more keenly aware of the demands and limitations imposed upon him by preparing for college entrance examinations. Fortunately, however, there is afoot today a movement toward a more rational basis for the admission of students to college, which will no doubt decrease the obstacles in the way of obtaining the objectives of educating for home and family life.

## INTERMEDIATE GRADES

### THE PREADOLESCENT, HIS NATURE AND NEEDS

**I**N the upper elementary grades it is most difficult to find ways and means of educating for family living. At this time more than at any other stage school life is separated from the child's home life. It is neither so integrated into his family affairs as is the little child's, nor is it colored by the possibility, as it is for the adolescent, of founding a new home of his own. Active play is still his primary concern, but his play has moved out of the nursery and playhouse and has assumed the larger aspect of the "bunch," "gang," or club. During this phase the idea of "team work" offers the most feasible appeal for parents and teachers in attempting to inculcate standards of group conduct.

By this time children have coordinated their faculties so that they frequently possess marked skill in some line of endeavor—physical, scholastic, or creative. They are eager to display their prowess, as is evidenced by their ingenuous boasting and pleased satisfaction after commendation. They desire concrete modes of proving themselves; for this reason the manual arts courses and such home economics as is offered in those grades are popular. This work and carpentering, painting, cooking, and sewing serve at least, as an introduction to comprehension of some of the more intangible aspects of home life, and may educate for family living if it interests the young person in home activities sufficiently to challenge him to use the skills learned at home as well as in the school shop or laboratory. It is difficult at this stage to hold the child's interest with discussions of abstract qualities underlying any emotional aspect of family relationships, but activities appropriate to his interests may further his appreciation of his membership in the family group, thus laying the foundation for later attainment of philosophical insight.

### SOCIAL SCIENCE COURSES

Although the normal child at this stage is not so much given to vague introspection as his adolescent brother or sister, he is usually endowed with a strong curiosity concerning everything vital that

crosses his path. He takes keen pleasure in seeing the connections between the diverse component factors of his life and the larger world about him. It was probably with this in mind that educators put into such general practice the social science courses so prevalent in the intermediate grades. Some such course, designed to give the pupil at least a partial comprehension of his home in relation to time and to homes in other parts of the world, is in operation in almost every school in the country.

In the fourth grades of many schools such a course dealing with food and shelter is commonly given. The course shows how science has given man the mastery of his physical environment, tracing the changes from the beginnings of primitive peoples' efforts to obtain living essentials to the industrial specialization, cooperation and interdependence of man's life today. The important foods are studied in detail, for example, grain is followed from the field to bakeries and by-products; study of milk includes sanitation; of meats, modern ranch life and the stocking of waters from the government's fisheries; of vegetables, vitamins, calories and Burbank's discoveries. The geographical backgrounds and the cultures of countries producing various foodstuffs are outlined. Charts are kept showing the world's grain markets and there are opportunities for research and supplementary reading by individual students. Equally extensive studies are made of clothing, its sources, and relation to climate. Shelter, transportation and communication are analyzed and considered in all their phases in the same way.

Such courses, if conducted by a teacher who is alert to seize upon the pupils' real interests, and who is capable of making vivid the vast panorama presented, offer many points of contact between such subject matter content and a better understanding of present-day home life. Social science courses, getting at the very foundations of the structure of civilized community life, certainly make some progress in educating the child for membership in one of the homes of that community. These courses are an excellent beginning but do not go far enough. Perhaps their failure to contribute noticeably to this type of education lies in the fact that they are so generally accepted that there is danger of their content becoming too standardized and their procedure stereotyped. The very vastness of the ground covered makes definite personal application to the pupil's needs difficult, but there are examples showing that this can be done when there is a conscious aim on the part of the instructor to fit the child for home life. With a little redirection on the part of an understanding instructor,



these programs not only add to the general fund of related knowledge and foster an understanding and rationalization of the foundation of home life, but may make a noticeable contribution to the actual preparation of the child for living in a family.

This is quite evident in such a course taught in *Maryland* public schools for the first grade. The following outline is suggested for these schools and is now followed in many.

*A First Grade Course.* Theme—"The family is the natural unit of social living."

"The purpose of the social studies of the first grade is to develop beginning concepts of the social and industrial factors which control home life through participation in the activities, and through discussion and organization of the concrete facts of child experience, related to the problems of family life—the child's own family and other families—concerning food, clothing, shelter, transportation, communication, recreation. . .

"By the end of the first grade children should have at least the beginnings of the following:

"I. *Appreciation of own family and home life*, gained partly through participating in activities which require children:

1. to discuss family relationships and home life
  - a. to name the members of the immediate family—mother, father, sisters, brothers;
  - b. to name the members of related families—grandmother, grandfather, uncle, aunt, cousin;
  - c. to explain how each member of the family contributes to the success and happiness of the family.

"II. *Beginning concept of the family as a unit of society* gained through:

1. discussing own family, playmate's family, family next door, family visited in the country or in the city, family of robins in the apple tree, family of ducks in the barnyard, family of kittens in the barn."

Additional suggestions for work of this kind are given in the courses in citizenship, as part of the social studies program, usually containing sections with a direct bearing on training for home and family life. One book in common use in third and fourth grades <sup>1</sup>

<sup>1</sup> Dearborn, Frances R. *The Road to Citizenship*. Boston, Ginn, 1928.

contains a great many stories and exercises designed to call attention to children's part in family affairs, for example: "Doing Your Part"; "After School"; "Helping Smaller Children"; "Being Thrifty"; "Choosing a Lunch"; "When to Keep Quiet"; "Owning Up"; "Copying Older People"; "Finishing What You Begin." Most of these are stories in which the situation is plainly shown and a judgment called for.

A recent text for junior high school social studies classes<sup>1</sup> traces the development of culture in the United States. There are such chapters as "Manners and customs during the first 40 years of the republic," "Life in the cotton kingdom," "The social life of homestead, village, and city." In these chapters changes in the American home are discussed—changes in material things, changes in responsibilities, changes in activities, and changes in interests and standards. One section on recreation begins with a picturesque description of a family in "Middletown" beginning its evening search for recreation, goes on to show the development of commercialized large scale recreation and its relation to problems of leisure in the home, and concludes with some "difficult problems of cultural life" which includes this as the first: "What shall the rank and file of the people do with their leisure time?"

*Houston, Texas. Schools.* The social studies in the elementary schools of Houston, Texas,<sup>2</sup> are built on the realization that the life of the child of today is not as simple as formerly. The home no longer furnishes those life experiences which made clear the processes of production and distribution, ways of earning a living, social controls, and media of exchange. The course is designed to give children a background for understanding much that exists in the social and economic world today, which complications of life put beyond this group. The course takes the form of an activities program extending through the grades, with constant identification of subject matter with the child's own interest, social participation, and concrete situations to provide opportunities practicing the principles discussed and developing judgment.

In the early grades the program includes the study of primitive living like that of the tree and cave dwellers. Food, clothing, and

<sup>1</sup> Rugg, Harold G. *A History of American Government and Culture*. Boston, Ginn, 1931.

<sup>2</sup> Houston Public Schools. *Course of Study in Social Studies*. Curriculum Bulletin No. 83, 1928-29. Houston, Texas, Elementary School Dept., 1930. (Mimeographed.)

shelter and their relations to living and family life are considered. Study of the people of other lands gives some idea of the limitations which geographical conditions impose upon the development of the life of the people. The study of the family life of other people under other conditions helps to promote an understanding of the universality of family life and an appreciation of the form of the family which is prevalent in our civilization.

In the fifth grade American family life is considered. First the early settlements are studied and then this life is compared with present-day living as the children themselves know it. Home living takes its place in this study as the primary functioning group, and the children are helped to see the action and interaction between home and community. The child studies the activities and functions within the home, then he sees the interdependence between homes and the resources of the community such as agencies, libraries, the policemen, the fire department and so forth.

The ideals developed throughout this program are that man desires and has power to live well; that this power is affected by factors beyond his control, such as climate, resources of the country and opportunities of the people; that man must use his powers to discover and utilize the resources of the earth; that cooperation and sympathetic understanding even between nations is necessary if man is to avail himself fully of resources for satisfying life.

#### ARITHMETIC

Arithmetic in the grades has in many instances been vitalized by applying it to family budgets or to the actual cost of building a home suitable to a small present-day family's needs. Other methods of tying this subject up more closely with daily living are personal budgets, expenses incidental to maintaining a bicycle, keeping a record of savings in the school bank. Except, however, for a certain fresh realization of the necessity for considering the claims of other members of the family in budgeting the income, the process is more that of teaching arithmetic through the use of familiar situations than of preparing the pupil for home life by means of arithmetic.

#### ENGLISH

English courses in the elementary grades of some schools are still concerned too largely with matters of syntax and rhetoric and reading abridged classics. Much harm is done at this age by premature in-

sistence upon the reading of books whose real worth is lost upon the literal mind of the grade school child. Wit to him consists of puns, humor of a man chasing his hat, tragedy of sudden death, heroism of successful rescues. To ask him to appreciate the subtleties of the classics at this literal age may forever prejudice him against all works of authors whose books kept him from the longed-for devouring of another "motor boat" book. Required written compositions on the literary methods employed by the classical writers still further inhibit his mind against spontaneous enjoyment of them at a more suitable age. A great deal of very real enlightenment concerning his part in the life of his home could be brought about by sharing in the reading which really absorbs him, and by interpreting it for him in a sympathetic manner instead of condemning it.

"The material that is to lift the motor-boatist through the lock into the next level need not be really good in the adult or literary sense . . . A study of children's tastes will some day show an inclined plane through many stages of inferior material up to that high literary standard over which teachers have customarily grown so frigidly ecstatic."<sup>1</sup>

#### HEALTH PROGRAMS

Good health programs at all levels can help to bring about serenity and lack of friction in families if the health rules taught the children in school are carried over in actual practice in the homes. Unfortunately many of these programs stop short at just that crucial point. For example when proper diet is taught children in order to provide for growth and health, the desire to have the child eat without coaxing and with good manners frequently overshadows the real reasons for establishing good food habits. The youngster should not only be encouraged to sleep in a well ventilated room but taught the habit of turning back his bed to air upon rising, hanging up his pajamas, and putting his soiled clothes in the laundry, small things which contribute much to smooth family living. Children are usually willing enough to apply the hygienic habits suggested at school in their home routine, but they do not always see them in relation to family routine. The establishment of the relations must be in part the teacher's responsibility. When such correlation is accomplished, health programs definitely contribute to education for family life.

<sup>1</sup> Mearns, Hughes. *Creative Youth*. See Bibliography.

All through life physical activity remains a joyous experience, especially if it is coupled with some emotional satisfaction, such as the feeling of success which comes through winning games. This is particularly true of the preadolescent where activity is still a satisfaction simply because it is activity. Since this is true, health programs which make for physical superiority arouse the interest of the boy and girl at this age, and where there is a high degree of cooperation on the part of the parents, very real progress is made to help the child adjust and take advantage of the best that his home surroundings offer.

*A County Program.* In one county in North Carolina<sup>1</sup> the school had developed a health program in which the homes play an important part. There are no special health teachers in this school but every teacher has a point of view about the mental, social and physical development of the children. In order to make certain that the child's school day shall contribute as much as possible to his all rounded development each teacher is required to make an analysis of her own school and practices. A complete analysis is made of all the situations in the child's school day beginning with gross and small equipment and continuing from the trip to school in the bus to the return home. The teacher has this in mimeographed form and checks it. Subject matter contribution is developed and the school day is planned with an eye to utilizing all the forces, factors, and natural situations within the school to promote the mental, social, emotional, and physical health of the pupils.

This program is not planned especially to educate for home and family life, but by its emphasis upon well rounded individuals, by its cognizance of the school as but one factor in the child's complete life, and by its efforts to obtain home cooperation, it contributes to this type of education.

Parent study groups are organized to study the child's day in the home in order to help him live in a healthful manner when he is out of school and at the same time to contribute to the work of the teacher in the classroom. These study groups may be directed by a teacher or by one of the parents. Sometimes specialists are brought in for consultation and discussion. A significant fact about this program is that the school regards the parents' cooperation as valuable, counting on the pupils' home experiences to contribute to class discussion.

<sup>1</sup> *Analysis of Health Education in the Elementary Grades of Guilford County Public School in 1928-1929.* Greensboro, N. C. Board of Education, 1930. (Mimeographed.)

This health program is based on a recognition that "Every waking hour the child is reacting mentally, emotionally, socially and physically to the situations that arise in his home, in the school, or on the playground," and that through these experiences he forms habits and attitudes which will determine his efficiency and happiness.

In order that home and school may cooperate in providing constant opportunity for wholesome living a list of desirable home practices is sent to the parents. This list serves a triple purpose. It informs the parents about the programs at school; it sets standards for the most desirable health conduct of the child at home; it serves as a check for the parents on the health practices which they actually carry out in the home. The situations covered are:

*Getting up.* The desirability of allowing plenty of time for the toilet, for food and for getting to school and also the necessity for an atmosphere of calmness and lack of irritation is suggested. Two items are—"Our children are called in a pleasant tone of voice. Our children respond readily to the call."

*Preparation for breakfast.* The emphasis is on the healthful practices which should form a part of the early morning routine with suggestions as to ways in which this routine may be made habitual, such as "Each of our children has a special place for his wash cloth."

*Breakfast.* The standard of having children eat a satisfactory breakfast without nagging or scolding is set. If this does not occur regularly a series of ways in which the habit may be developed is listed. The point underlying these suggestions is that an attitude of cooperation with parents shall be developed instead of irritation and antagonism.

*The school lunch.* Suggestions are given as to methods of making the lunch attractive and wholesome. This item also includes a suggestion in regard to the child's assistance with home tasks.

*Preparation for school* includes proper precautions against the spread of disease. Parents are urged to watch for symptoms and to keep the children home if any of the list are evident. Clothing which is suited to the weather is discussed and also this suggestion offered: "Our children know that their books, coats, and hats have been put the evening before in a place provided for the purpose."

*Starting to school* leisurely, after a suitable farewell. Children are expected to go straight to school and to observe the safety precautions on the way.

*Arrival at home.* Children are expected to come directly home and to put their books and wraps in the places provided. A suitable after school lunch is suggested, when needed. Parents are urged not to nag or scold for school failure, but to evaluate children objectively and to be considerate of their feelings, especially in the matter of knowing mother's whereabouts.

*Chores.* Suggestions are made as to the kinds of cooperation in household tasks which are possible for children and the value of allowing them to participate in home activities.

*Play.* Equipment, play space and time are included under this heading. Parents are encouraged to help the child's social development by providing opportunities for playmates. A spirit of play in the family is set up as a desirable attainment. These suggestions would help to provide happy home life for every child.

*Preparation for supper.* Supper, after supper recreation, getting ready for bed, and bed are other items which are similarly dealt with. It is really education for home and family life through providing children with the best possible laboratory experiences, namely their own homes.

The school, following this health program, is organized along lines compatible with modern progressive educational principles. An activity program is used and special emphasis is put on the development of the individual to his full capacity. If education for home and family life were an underlying principle of the program in such a school, the objectives of this education might be achieved with a minimum of upheaval in the existing curriculum.

#### HOME ECONOMICS

It is to be expected that home economics classes should lead other subjects in educating definitely for participation in family life. But many home economists state that they have difficulty in doing more than training the children in the performance of certain specific tasks. It is not easy to elevate the work from the level of cooking or sewing to that of true home making. The teachers do, however, emphasize, as a background to the manipulative courses, the value of courtesy, consideration, and helpfulness in the home. And by carefully studying the interests of children at the various ages it is possible to strike a responsive chord.

As one home economist says:

"In the sixth year the girl as a daughter is interested in acquiring only immediate skill enough to perform certain tasks that will aid mother. While in the eighth-grade, the girl though she loves her mother, visions herself as the central figure in life and the work offered must directly benefit that girl in some way. The sixth-grade girl is willing to play a subordinate and assisting rôle, but the eighth-grade pupil thinks of herself as shortly to be the young housekeeper, the woman in college, business, or society. This must be taken into consideration in choosing the literature in supplementary lists."<sup>1</sup>

*Kansas City, Missouri*,<sup>2</sup> is planning in its seventh grades to give some exchange lessons between the boys and girls. The boys' work, taught by the home economics teacher, is to be carried out along the lines of courtesy in table manners, meeting people, introductions and how to be at ease. The girls' work, taught by the industrial arts teacher, will be along the lines of household mechanics. In elementary schools the work in child care is in relation to the younger "run-abouts." In the junior high schools, ways and means of girls of helping mother in the care of the baby are stressed, including such simple things as assisting with the bath, arranging the clothing, fixing the water, and having towels and soap ready. The pupils are also taught to prepare the noonday meal for younger children, both the lunch to take to school and a simple hot meal at home. In addition the girls learn what is a proper balanced meal to choose in a school cafeteria or tea room.

Many schools do not give courses in home economics designated as such, but offer cooperation to the homeroom teacher in activities requiring assistance from the home economics department.

The home economic specialist of the *Rochester, New York*, department of education contribute to the elementary course of study when the regular teachers ask for help in organizing work along home making lines. This method seems better than offering handwork in the early elementary grades. In some of the schools separate courses in food, nutrition, and clothing are given under the tutelage of specialists, but in all teachers assisted by specialists are responsible for

<sup>1</sup> Pirie, Emma, Assistant Director of Education in charge of Home Economics, San Antonio, Texas.

<sup>2</sup> Hussey, Anna E., Supervisor of Home Making, Kansas City, Mo.



classes in clothing. In special classes or ungraded classes the classroom work and home economics are closely integrated, the special class teacher and the home economics teacher work together toward this.

To promote understanding between pupils with a foreign background and their families, exhibits of foods comprising the dietaries of different foreign homes are organized in schools dominated by a foreign element. In one case an Italian grandfather directed the preparation of a special Italian dinner. With the initial sympathy thus gained, certain healthful modifications of foreign menus can tactfully be suggested.

Special cooperation with other school subjects or activities is furthered. Through the cooperative program between the health education department and the home economics, work on special programs in health education is possible. A health counselor, and a committee in the junior high schools and some elementary schools, roughly outline the health program. Home economics teachers may cooperate by preparing meals and setting up exhibits or arranging clothing exhibits exemplifying the school's program in health.

Throughout the industrial arts program, carried on in the elementary grades, boys as well as girls have work in home and family life when it dovetails with the school program. Boys are offered home economics work not dealing specifically with home and family life, but with some aspects of home life in special class work.

Numerous clubs having to do with the social training and character training programs call upon home economics classes for frequent assistance. In classes for the near-sighted and hard of hearing, home economics is offered boys and girls.

In *Washington, D. C.*, below the sixth grade most of the work dealing with home and family life is given by the homeroom or grade teacher incidentally in connection with certain units of instruction. But in some cases the teacher of home economics advises with the homeroom teacher regarding the subject matter, problems, projects, and activities to be used and authoritative sources for material. She also assists by working with special groups on activity projects covering some point in the unit of instruction.

All the school buildings have specially equipped rooms for these activity groups where work in construction, decoration, furnishing and care of a home may go on. Here also comparison of homes and customs in other lands may be made and appreciation of the value of the home as a place for nurture and development of individuals may be developed.

This work is new and does not claim to be more than a beginning. It presents the following ideas: the child is a definite part of the family, is dependent on others, but contributes to the family life and helps to make it a success; in certain matters he decides for himself, hence, he must learn to choose wisely as regards things he eats, clothes he wears, money he spends, time he goes to bed and how he treats mother, father, sister, brother, and playmates.

A definite course dealing with home life and relationships is given in the sixth and the ninth grades. In the sixth grade the course is called "Housekeeping" but in reality it is the fundamentals of home making. The aim is to develop appreciation for and an understanding of the child's own home and a desire to participate in its activities. This work definitely ties up with the social and natural sciences, nature study and physics. In the ninth grade the work in the sixth is carried on, and cost of living, responsibility for wise spending, wise choice in use of material, in selecting friends, in habit formation, and so forth are developed. Training for occupations, their incomes, and the individual's responsibility for spending the family income are discussed, showing how a woman's demands may determine solvency or bankruptcy according to her use of materials, care of health; a wide conception of etiquette and social usages is also given. This course supplements and complements the work in the social and natural sciences given by teachers of general science, who lay the foundation for the biological conception of family life upon which it is built.

The teaching staff in the elementary and secondary schools of *Akron, Ohio*, felt the need of a closer relation between the home and the school. Home projects had proved desirable in a large majority of cases, but had not always been successful as some parents were not in sympathy with the work the girls wished to do.

The teachers have little time to make home visits and in a few cases where visits were made, they were not welcome. In order to overcome this feeling they endeavored to have the parents come to the school to special activity programs hoping they would understand from these programs that a teacher calls with an understanding, rather than with a critical viewpoint. The most successful endeavor was the project which planned a family food budget on \$8.56 a week. The girls themselves made definite plans for this project and took all the responsibility of putting it before the mothers of the community. Another project in the elementary and high schools was the social hour for mothers. One teacher with the cooperation of the English

department wrote a play which had as its purpose the planning and execution of a tea. This was given before the mothers and children of the community. The play showed forcefully the necessity for definite planning and also the importance of ease in manner in giving a successful tea. Then the stage hostesses invited the mothers and the students to a real tea in the home economics room. It was so successful that this play was borrowed and used in nearly every school in the city. Many mothers were more at ease in the situation than they would have been without the play. Another project planned to show mothers the school work was a series of conferences on various problems of home management, at which mothers and daughters were asked to discuss their problems. One was a buyers' conference where problems of spending the home money were discussed. The chief problem here was overcoming the parents' antagonism to teaching in school ways of attacking problems arising at home.

A school in *Denver, Colorado*, realizing that modern home making with its dependence upon appliances requires new skills, meets the situation through an industrial arts course offered to the girls of the eighth grade. The school believes that furniture and equipment, electrical devices and appliances, the automobile and machines are so fundamental to American people that no intellectual development is adequate which neglects the care, use, selection, and maintenance of these important and practical things about a home. Boys have already been given some training and attention in these vital problems, but girls too are potential consumers, and they should be provided with some instruction to increase their intelligent and appreciative concept of these conveniences.

An experimental course of thirty-six recitations, two a week for one semester, was outlined. Six to nine lessons were spent on finishing work, twelve to fifteen on machine and auto work, and twelve to fifteen on electricity. The teachers had to use a great deal of initiative as discussions and demonstrations were, in the main, the only available ways of teaching the work. An outline was given the teachers to assist them in covering the fields.

The general aim of the painting and finishing unit was to provide an opportunity for the girls to learn something about, and gain some experience with, paints and finishes for the home, since both are factors in maintaining a sanitary and attractive house. The work included appreciation of finishes for furniture, woodwork and fixtures, and the relation of skill in their care to the appearance of the home.

The aim of the unit in electricity was to teach the girls something of the nature of electricity and its laws as illustrated in the appliances commonly used in homes. The dangers to persons and property from ignorance or carelessness in using these appliances make it especially important that girls understand something about them. They were also shown how to judge values and workmanship, and how to care for and make simple adjustments and repairs on home appliances.

The object of the auto and machine unit was to give the girls an understanding of the laws of force and motion as they apply to mechanical devices in the home. The work included appreciation of the important features in mechanical construction and workmanship, the proper use and care of machinery, and some experience in the use of tools and the repair of appliances.

This same school system gives a semester's course in problems in everyday living to all the boys in the eighth grade. The objectives of the course are:

- Furthering the boy's interests in his home and family by helping him adjust within the family group
- Help develop traits necessary for worthy home and community membership
- Give an understanding of the relation of food and clothing to health
- Give an understanding of the boy's share in the home's financial problems and the extent to which wise spending influences home happiness.

The content of the course is given in four units: the boy as a member of the family group; nutrition; clothing; food. The teacher may use her own judgment in the sequence for these units. Much of the material is most valuable if presented when actual situations arise. Each unit emphasizes the teaching of habit formation, the relation of the members of the group to each other, and the place of the family in the community. The outline includes more material than can be used in the limited time allotted the course; however, it is hoped it may be valuable in adapting materials to other groups. The reference material is decidedly limited because this is a comparatively new field; material written from the boy's point of view is especially inadequate. For this reason each teacher is asked to be on the alert to collect current articles. Nothing dampens the enthusiasm of a boy more than to be asked to read material written for girls. It may

even create a prejudice within the boy that the course is effeminate or "sissy."

Due to the fact that so much material is being written and featured about boys in the kitchen, it was expected that nutrition would prove the most popular unit in the course. Much of the material in the other units can be related to it.

A brief study of Byrd's plans for his last expedition to the South Pole was suggested as a mode of approach to the course. If Rear Admiral Byrd had not had so much practical knowledge based upon scientific investigations, he would not have been able to plan so successfully for every phase of his adventure. He knew that the health of his men depended upon the kind and amount of food provided for them. He also knew what the dogs had to eat if they were to remain well and strong. Clothing was a problem because they must consider the tropics as well as the extremely cold countries. He had to spend wisely the money supplied by public spirited citizens. He also knew that people need more than food, shelter, and clothing; books, games, and musical instruments were part of his equipment.

The unit on the boy as a member of the family group is designed to enable him to assume intelligently his share of the family responsibilities through teaching and understanding of what establishing and financing a home involves, and what his personal responsibilities are as a member of the family group. This includes forming good mental, social, and physical habits, assuming his share in performing home tasks, helping to care for younger children, showing consideration for others, recognizing that parental guidance is essential to his development.

The unit on food involves the classification and uses of food and the selection of meals. The pupil is taught how to prepare food in emergencies. This entails the ability to prepare his breakfast, to pack his lunch, to help with the care of the kitchen, wash dishes, and set a table properly. He is also given some instruction in marketing and in the etiquette of serving a meal and conducting himself courteously at table.

In the unit on clothing, clothing allowance, choosing a reliable store, serviceability of clothing and its suitability for the occasion are considered. Afterwards the pupils are taught the best methods of caring for this apparel. They are also introduced to some of the problems of financing a home, such as wage earning, profits from business, budgeting an income, and the advisability of saving. Interest

in the present is not lost sight of; a study of allowances is made showing how the boy can get from his the utmost value and satisfaction.

From the day the children in the fifth grade of the *Paterson, New Jersey*, Public School system first came into contact with the home economics department until the day they leave school, every reasonable effort is made to increase interest in, and knowledge of better home and family life. There is no definite course. But short units or projects of work that are intensive, and which are felt to be helpful and to make a contribution to education for home and family life are used.

The home economics department in each school is an integral part of the school life, the children being divided into groups of four when they enter the department. Each school has an apartment, a laboratory of four to five kitchens, classrooms, and in some schools a sewing room. The daily class work in the department is divided up into duties, special activities and regular work. This is believed to encourage a sense of responsibility and resourcefulness, independence and dependability. The groups have mother, father, big sister, little brother or sister, guest, and a baby. The activities, like cleaning, sweeping, dusting, washing, ironing, mending, food study, meal planning, preparation, serving, are all carried on with the family life in mind.

Mothers have reported that their daughters expressed no interest in the activities of their homes until reaching the fifth grade. From then on interest was so enhanced that it created an interest on the part of the parent in what went on in the school, which led parents to cooperate by giving children some larger part in the family life.

This illustrates the point that whenever the standard of clean hands, clean clothes, clean food, clean dishes, clean rooms is taught along with the idea that it is their share or contribution to the family life, education for home and family life is going on. When little girls feel that what they accomplish in a home economics laboratory is just as valuable as reading, writing, and arithmetic, the dignity of home making is raised and home activities become privileges.

This informal, unconscious education for home and family life that goes on in the school is the biggest contribution that home economics has to make. The wideawake, strong teacher who is alive to the individual group, and community needs, uses these factors in teaching.

## CHARACTER EDUCATION

Another fertile field of preparing for home living is found in the work being done in character education which introduces topics covering traits desirable for family relationships.

The course of study in character education for the elementary schools of *Long Beach, California*, involves direct instruction in five traits selected as most important assets to personality. The first step in the instruction is an attempt to create an attitude or emotional reaction toward a trait, to present a trait as an ideal so that the pupil will feel that it is his ideal. The second step involves the expression of the traits in terms of trait-actions on activities which take place in a variety of situations. The third step is generalization about the transfer of this knowledge to other situations which are not taken up in the course of study.

For instance, pupils describe situations arising in their own experiences which may be classified as kind or unkind, honest or dishonest, and an attempt is made through these discussions to develop the judgment necessary for right decisions in such situations.

## SUMMARY

Few schools show any outstanding experiments in education for home and family life above the second grade and below the secondary level other than the health programs, character education, and home economics work. This conclusion is reached after evaluating content of social science courses intended to give a perspective on the position of the home in the social scheme and the efforts made to apply this subject to the solution of home problems.

Such help as can be given the preadolescent in his efforts to adjust at home by instruction in the specific techniques necessary to the functioning of the home, by stimulation of his desire to meet his family responsibilities and his capacity for enjoyment and appreciation of the privileges of a home, should certainly be used. Beyond appealing to the pupil's sense of fairness about home duties, helping him to appreciate his immediate relationships in the family group, and co-operating with him in maintaining his health, it is a question whether much can be done in the schools at this level to educate directly for family life.

The important point for the child is that he have as secure and happy a home background as possible and be made to feel that he is

an individual who can inspire others with affection. This, for the most part, is a problem that must be met at home, for it involves his parents' solutions of their peculiar problems, and the resultant degree of concord existing in the family. The school can supply at this stage opportunity to acquire one quality indispensable to proper development, a feeling of achievement commensurate with the child's age level. It is highly necessary if he is not to be faltering and ineffectual in all his relationships, that he be made to feel a sense of achievement when he has acquitted himself well, and that opportunities for such success be offered him in subjects congenial to his abilities.

It should be acknowledged that for many years a contribution of incalculable value has been made in the field of education for home life by individual teachers with understanding, who without any conscious philosophy of such education, have so interpreted their subjects as to add to the pupil's ability to make fortunate adjustments in all personal relationships including those of the family.

"We all know that under a teacher of educational vision, a teacher who comprehended the ultimate individual and social implications of his subject, formal education has been often thrillingly alive and powerfully effective in awakening right desires . . . Not the subject matter nor the logical arrangement in the course of study or in the text book, performed those subtle transformations, for other teachers used the same materials without the same effects; the constant factor was always the teacher of sympathetic vision who used his subject, not as an end in itself, but as a means toward those larger ends which he was wise enough to comprehend."<sup>1</sup>

<sup>1</sup> Mearns, Hughes. *Creative Youth*. See Bibliography.



## SECONDARY SCHOOLS

### THE ADOLESCENT, HIS NATURE AND NEEDS

YOUNG people in secondary schools often are in a disturbed state as the result of adolescence. They are confronted by apparently inexplicable changes within themselves and are at a loss as to how to adjust themselves to the world around them. Perhaps more than in any other phase of development they require tactful handling and sympathetic understanding. Although they may appear gruff and far from receptive this may be a mere defense mechanism to shield hyper-sensitiveness. In reality they do not always wish to shun sympathetic contacts, and behind their attempts at indifferent self-sufficiency they are often eager for real understanding, though they are quick to resent impertinent probing.

One of the major problems at this age is to establish mental and emotional independence while still maintaining amicable relations within the family. Achieving independence is absolutely necessary if they are to reach adulthood, but many misguided parents hamper this expression of their children's growing maturity, not knowing that much of the adolescents' apparent rudeness or flippancy is merely part of their struggle to establish or guard their personal entity. The wise teacher can do much at this stage by acting as an interpreter between generations.

Another major problem facing youth is the establishment of proper attitudes toward the opposite sex. Unless accomplished at this age much emotional maladjustment not easily corrected at later stages will result. The giving of mere biological information about reproduction is not enough to insure youth a happy adjustment toward the other sex. A natural and wholesome attitude toward mating and the experiences leading to it, an understanding of necessary adaptations of marriage to modern society and a full appreciation of the satisfactions of parenthood and family life should be instilled in adolescents. They need to be taught a thoughtful control of impulses, to be enlightened about possible satisfactory sublimation of them through creative channels, and encouraged to a full and varied life which prevents morbid concentration upon that one aspect of development.

Some educators contend that sex education should be left to the parents but it appears to be best handled as a joint responsibility of home and school. There are two obvious advantages which the school has in dealing with the subject. One is, it has laboratory facilities and instructors with a scientific vocabulary for giving actual biological instruction and dealing with emotional aspects of mating. The other is, the teacher is free from the consciousness of personal applications which may cause the parents embarrassment.<sup>1</sup> Sex education in the hands of teachers who are normal emotionally and honest intellectually can do much to prevent warped and twisted outlooks upon family life. Even more valuable than the specific instruction they give is the air of serenity with which the well adjusted teacher meets the situation.

At adolescence social contacts take on an increased importance for boys and girls. Skills and scholastic standing recede noticeably as criteria for judging their fellows, and social poise and personal attractiveness become uppermost. Their standards are not grown-up standards. The teacher must realize this and that young people must make their own experiments and conclusions by actual experience and through slow trials, errors, and revisions of beliefs. She may sow seeds if the ground and season are right, but youth must grow up to its own adulthood, not attain it vicariously by wholesale acceptance of the doctrines of the older generation.

At this age the girl or boy is apt to be hypercritical of his home surroundings but sincerely honest in his desire to improve them. The teacher needs to be a diplomat indeed at this juncture—developing the pupil's appreciation of his parents' efforts and limitations, and yet encouraging the pupil to give expression to his desires for a more congenial setting without playing havoc with the home his parents have established.

The constant delicate adjustment and readjustments within the family circle are involved, as well as the interplay of outside friendships and first emotional experiments of the youth upon family relationships. This brings up the question of clubs, Greek-letter societies, school athletics, school dances, boy and girl friendships, dates, and clothes—questions ranging from etiquette to ethics. Parents do not always understand the overwhelming importance of such interests, and children do not always know how to attain the place they wish to hold in their social world. This world is composed of two elements

<sup>1</sup> For fuller statement of desirable content of sex education see Edson, Newell W. *Training Youth for Parenthood*. See Bibliography.

which frequently conflict—the home in which they are still considered children, and the school where they are learning the ways of a larger and more mature world. It may be reported that the instructor possessed of insight can so interpret his part of the youth's instruction and development as to foster an understanding that will assist in a happy solution of what seems like unalterably opposed viewpoints between generations.

#### CONTINUATION SCHOOL PROBLEMS

The problems of the pupils in continuation schools are much the same as those of boys and girls in our secondary schools. There are, though, several noticeable differences in emphasis.

The courses in demand are apt to be those with a content directly applicable to the pupils' lives. Pupils are usually occupied with home duties or actively engaged in some wage earning and come to the school for specific help. They are in search of knowledge that will be immediately helpful to them in some phase of their private lives. Frequently this results in an alertness and eagerness that is stimulating to the instructor. There is usually also an interest in vocational training arising from immediate need.

Doctor Ruth Cavan, in a study of the problems and interests of business girls reports that the girl who is employed regards her job as a trouble center rather than an interest center. It is to her primarily a necessary economic evil, not a source of interest in itself, and as a rule it is only a stop-gap before possible marriage. When these girls discuss their jobs at all they speak of their difficulties, not of their absorbing interest in the work. Their main interest centers about an expansion of their social life and the problem of eventually meeting the sort of man with whom they would like to mate and found a home. They realize, however, that increased efficiency results in improved economic status and are anxious for vocational guidance which will result in improvement.

Boys in the main build more far-sightedly and seek expert advice in such matters, as their goal is apt to be an ambitious one requiring much training and preparation.

The social side of the life of a continuation school pupil seldom involves the extracurricular activities which loom so large in the life of the full-time pupil. This is due largely to lack of time for anything but classes. When the school is also the community center, the con-

tinuation school student may take part in activities during his free time.

Doctor Cavan's study found that one of the major problems of the continuation school girl is how and where she is to meet a potential husband. School clubs and sororities may sustain her friendships with girls, and she may take a good share of the initiative in keeping their friendships alive. Informal methods of becoming acquainted with girls are encouraged while such ways of meeting men are frowned on. The study shows that a surprising number of pick ups take place. This is one of the major ways of starting acquaintances. Dance halls, moving pictures and public conveyances were most often mentioned as the scenes of such initial encounters. Girl acquaintances also frequently introduce men. The home plays a noticeably small part in aiding the girl to meet members of the opposite sex. Apparently social life in urban centers does not center in the church, since although over half the girls in the study attend church, only 3 per cent took part in church parties. It is well to face squarely the issue that thus far very little headway has been made toward providing suitable places to bring young people of limited means together after school days are over.

#### WHAT THE SCHOOLS ARE DOING

##### *Health Programs*

Health programs in secondary schools point the way to the most practical methods of educating for home living, by inculcating good health habits which are carried over into the life at home. Satisfactory progress is reported in this field, but the establishment of physical health is more easily accomplished than the adjustment of the more elusive factors in the pupil's mental and emotional growth. Therefore, no matter how effectively health programs are carried out, they still do not cover many important essentials involved in the boy's or girl's total development.

##### *Home Economics*

Rapid strides forward have been made by courses having to do with the information and skills necessary to the practical routine of the household. Home economics has expanded from small beginnings in classes in cooking and sewing, introduced into the schools a generation ago, until it comprises an extensive body of techniques, knowl-

edge, and appreciations. Teachers of home economics have demonstrated a comprehension of the breadth of present-day educational issues. Perhaps this is because their subject matter is rooted in the concerns of daily living—the end for which progressive education endeavors to fit the pupil.

The reports of several schools, received for the study, show that a course or courses in the home economics department are breaking down the sharp lines of demarcation between subject matter in the academic fields and serving to integrate the courses in the curriculum around practical aspects of living.

At *St. Mary's of Redford, Detroit*, there had been no organized attempt at subject matter correlation until an extension class in general problems of home making was offered to the senior boys by the Merrill-Palmer School. The boys' interest was so keen that pertinent information and material was unearthed in every conceivable place, including other classes. Gradually the teachers realized the value of emphasizing the contributions other courses could make to education for home living. The resultant correlation not only strengthened the unity of the curriculum as a whole but added vigor to the subject matter, since it grew out of the boys' own eagerness to make practical use of information.

*Fairmount Junior High School, Cleveland, Ohio*, had the idea of the integration of all the school's resources for the benefit of the child, at home as well as in school, distinctly in mind when the present home economics curriculum was organized. One of the expressed aims of the home economics department is to make the work of the department actually function in the family life in the home. Suggestions for making work at home a pleasure rather than a drudgery are made in almost every lesson—to sing while washing dishes, to make a game of dusting, or to have a contest with sister or mother in making the beds.

During "education week" the pupils were urged to bring their mothers to visit the department. All who came showed great interest in the work. Two asked if they might stay through a second class and asked for pencil and paper to jot down some of the worthwhile suggestions they were getting from the pupils.

In the units of work known as foods and family life, the pupils are taught to plan, purchase, prepare, and serve balanced breakfasts, luncheons, and dinners. Little stress is placed on developing skill in cooking. Pupils are urged to get this experience at home. Fundamental principles of cooking and habits of cleanliness in handling food are

related to family life. Other units which also function in the home are the care and feeding of little children, the wise use of leisure time, the careful spending of the pupil's allowance and the family income, keeping the house and yard clean, laundering household linens and clothes, care and preservation of food, and hospitality in the home. Pupils are taught that each member of the family must co-operate in doing his or her part in making a home, thus bringing out the difference between a house and a home.

In the clothing units mending and remodeling clothes, making clothes for little brothers and sisters or layettes for expected babies, the hygienic care of clothes, clean bedding, and proper selection of clothing and underwear from an economic and from a health standpoint are considered.

Home economics is correlated in some way with every department in the school. How food reaches the breakfast table, the factors that contribute to the making of garments, the adulteration of foods and fabrics, the sanitation laws of cities in regard to water and food supplies and the disposal of waste, the vital problems of social life, illustrate the correlation with the social science department.

Many of the underlying principles on which home economics is based are illustrated by work in the general science laboratory. For example, the laws of heat are shown in the lighting of the kitchen fire, the heating of the house, or the action of acids in the removal of rust or other stains from textiles.

So much of the success and happiness of the home depends upon wise expenditure that the home economics teachers believe it their duty to help the pupils understand the value of the dollar, the dime, and the penny. The mathematics department helps in this as it does in the calculation of calorie requirements, figuring costs of menus, and many other ways. The head of the mathematics department frequently obtains material from the home economics department for mathematics classes.

Cooperation with the art department is necessary not only in costume design and color schemes in clothing classes, but also in home furnishings and decoration. Art is also applied to food preparation and serving. Illustrating menu books, making posters, artistic invitations, and menu cards for social occasions are other points of contact.

The French and Latin departments help with historical books on costume and food customs, and in the study of home life in other lands. The home economics department selects each year for the French classes, French terms used in the study of foods. The vital

place of music in solving home problems and aiding in the social adjustment of boys and girls is also stressed.

The standards of the English department are upheld in all written work and oral recitations in home economics classes. The value of worthwhile books and magazines and the use of such material in spending leisure time is emphasized. The commercial classes correlate by typing and mimeographing material for the home economics department. The printing department cooperates by distributing to the entire school attractive and worthwhile booklets, bulletins, and posters.

The general metal and woodwork departments aid in solving many problems in home furnishing and teach how to make necessary repairs in the home. The library cooperates in displaying posters and exhibits and assembling books and book material for class use. The department cooperates with the school cafeteria in its nutrition program. Pupils are given instructions in choosing well balanced lunches, and trays are frequently checked. Careful selection of food is stressed in lunches brought from home, as well as those purchased in the cafeteria.

Cooperation with the health department, school doctor and nurse is close. Conferences are held regarding malnourished, underweight, and overweight pupils. After these conferences suggestions are given to parents and pupils which aid pupils in becoming normal, healthy children.

Home economics with its varied interests, has much to give to other departments in the school and in turn can gain much for them. There are in operation in almost every standard high school excellent courses in nutrition and clothing and well planned units devoted to the study of planning meals, preparing food, and making or selecting clothing which add to the sum of specific knowledge essential to the successful operation of a household. When the planning of menus takes into consideration the health of the family and the limitations of the budget it contributes directly to education for family living. Nutrition courses, based upon scientific facts and taught in the school laboratories, if they are to prepare for family life, must also recognize home conditions. Instruction should not overlook the feeling of self-confidence engendered in a homemaker whose table gives her a reputation for gracious hospitality on short notice. Upon such trivial things as knowing a dish that may be prepared rapidly to meet an emergency or another that can be kept standing without deteriorating does the serenity of the woman in the house, and the consequent

harmony of the home, sometimes depend. Good housekeeping while not an end in itself serves as a basis for happy family relationships.

The successful clothing course does not stop at teaching the girl to plan neat, serviceable dresses commensurate with her family's income; in making fortunate social adjustments; the ability to enhance her personality through becoming clothes and careful grooming is of equal importance to the girl. In personal hygiene and personal regimen courses, the matter of personal appearance has been carried so far as to give girls instruction in such matters as shampooing and manicuring, or even to individual conferences for specific analysis of any special problems of appearance.

The home economics club of the *Woodrow Wilson Junior High School, Charleston, West Virginia*, sponsors for one semester a year a "Little Beauty Shop" where demonstrations are given on care of the hair, the hands and nails, personal hygiene, and make up. The shop tries to emphasize the fact that not only a beautiful face is necessary but that clean bodies and minds make beautiful and charming girls. The girls in the club presented a style show at an assembly. A porch scene, with soft green and orange as the predominating colors, was used in the stage setting. Attractive cotton dresses of colorful prints, piques, figured broadcloth, gingham, printed Indian-head and dimities that had been made in the eighth grade clothing classes were modeled by the makers. As the girls walked gracefully out on the stage to strains of soft music, the outstanding features of the dresses were read in couplets composed by the girls. About fifty dresses were displayed, some in groups, others individually. Some of the couplets emphasized the slenderizing effects of straight lines for the short stout figure, others the distinctive touch of a bit of handwork or the pleasing harmony of the color combination. Colors suitable for different types were also noted, for example: "A chic ensemble of burnt orange and white, is smart and effective on this brunette type." The show displayed the girls' ability in construction and taught the principles that have to do with selecting dresses.

The inclusion of such topics as grooming in home economics courses is sometimes criticized as catering to the superficial. Vanity, however, is but the surface evidence of the adolescent girl's poignant need for charm. The part charm plays in social relationships and especially in attracting and holding a mate can scarcely be overestimated although pedants may wish to exclude it from discussions of educational procedure..

The best teachers of home management courses are not content



with imparting facts about budgets or organizing duties into efficient routine. The management of a home must afford its makers some sense of individual fulfilment through participating in its functioning. The philosophy behind home economics courses does not stop with efficient instruction in the skills of running a household, but penetrates deeply into the interactions of personalities that produce the atmosphere of home life.

### *Family Relationships Courses*

The tendency of home economics instructors to search for the fundamental philosophies underlying the concrete duties of the household arts is growing. Approximately twenty-five schools now have courses named "Family Relationships," though most of these are still in a formative stage. This subject dealing as it does with matters so fluid, so indefinable, so delicate, can not be easily analyzed into definite parts and fitted into the pattern of a curriculum. Since it would be difficult for any one teacher to have so comprehensive a grasp of such an intangible and inclusive subject that she would be able to do full justice to its many ramifications, different aspects might well be presented in various academic courses.

Family relationships should be taught by an instructor with a thorough knowledge of practical psychology and possessed of a vocabulary not too abstruse for the adolescent comprehension. School systems might profitably encourage married teachers with a real love of teaching to fit themselves for the teaching of this subject. For whatever the value of the detachment the unmarried teacher brings to the subject, a wife and mother, with actual experience and possessed of teaching skill, can throw much light upon the questions involved.

An analysis of the courses reported shows that the following general topics evidently are believed to cover the family relationships most vital to the needs and interests of adolescents: (1) the relationships between children and parents; (2) relationships between brothers and sisters; (3) the relationships between children of a marked difference in age. (The relationship between family and community is an extra-family one and is covered at least in its concrete form by citizenship and social science courses.)

The course in family relationship should endeavor to give pupils some sympathetic understanding of the modes of thought and concept of ethics of the older generation which are due to their rearing in a family atmosphere colored by patriarchal standards. Pupils should

have it made clear to them that certain of their parents' standards, while impractical for their children in a changed civilization, at one time admirably served society's purposes. "It does not mean that we should revive old customs; that would be impossible as well as undesirable, but it is tremendously important that we should discover and honor the social value they protected; that we should learn the truths which they have to teach, and then, if we are wise enough, translate them into their modern equivalents."<sup>1</sup> A genuine understanding on the part of children of the handicaps placed upon their parents by outmoded customs, and a real appreciation of the value of certain fundamental ethical concepts cherished by their parents, would do much to eradicate the attitude of guarded antagonism frequently found in the younger generation. An understanding of the parental generation is more vital than all the information concerning the duties of the various members of the family.

Although the modern family is small, a large percentage of families have at least two children. In any case it is necessary to give pupils an understanding of the opposite sex and of children of different age levels. For girls there is a need for a study of biological facts concerning boys which would account to them for what otherwise might appear rather incomprehensible behavior. They must learn to respect their brother's hoarding of what seems to them trash, and not be taught a lady-like disapproval of all boyish horseplay. Boys on the other hand need some understanding of the physical and social factors which condition the feminine mind and emotions. They must learn not to scoff at all girlish affectations but to appreciate that some of the things they term silly are in reality a very sincere striving after graciousness in living. Sex differences are many and they are fundamental. Failure to understand them is the basis of most boy-girl and husband-wife disharmonies.

These questions are obviously more suitable for adolescents with their newly awakened interest in sex than for the more literal minded grade school pupils; but the fundamentals concerned are present in brother-and-sister relationships, and if broached in direct, honest words are apt to be comprehensible to the junior high school pupil. The need for a better understanding of the opposite sex is important in the unsentimental aspects of family life as well as in mating.

A leader in teaching family relationships<sup>2</sup> makes the following

<sup>1</sup> Bruno, Frank J. "Some Aspects of Liberty and Control." In *Family Life Today*. See Bibliography. •

<sup>2</sup> Cleveland, Ohio, Public Schools. Adelaide Van Duzer.

suggestions for incorporating study of family relationships in the schools:

"Instruction in family relationships brings the promise of many changes in thought and method in our schools. As yet there is little printed matter that is of definite help to the classroom teacher. Plenty of information as to the source of desirable subject matter may be had through conference with visiting teachers and social workers, observation of life situations, confidences of pupils and general reading, but just how to make the best use of such material has yet to be discovered.

"Often the teacher's own experience as a member of a family group is small. Years at college and boarding school followed by direct entrance into the teaching world is apt to make family situations seem far away and dim. The understanding and sympathy of such a teacher cannot help being both scanty and theoretical.

"Here in America many of us are working against tradition. The foreign-born parent has his own ideas of living standards, parental authority, and the duty of the child to his elders. Daily habits probably cause more friction and unhappiness in the home than any other one thing. To teach the child tolerance and respect in word and action toward his parents, and at the same time help him to fit himself into his niche in the world of today, one must be wise as a serpent, and harmless as a dove. If it were possible to have public school classes in parental education running parallel to classes in family relationships so that parents and children could be studying the same problems in home life at the same time, good results would be easier to attain. This might be arranged in many systems, especially in schools where there is a strong parent teachers association. We have no firmer friends than parent teachers associations when once they understand our objectives.

"Social organizations dealing with family troubles can and will furnish teachers with case studies for consideration and reference. These are of definite help in showing the teacher the effect of environment and economic conditions on the family, and the attitudes of its members. The problems brought up may be used as a guide for reading, and will certainly be a fertile means of self-education for the teacher. Such studies may also be used for discussion in high school classes, not their least interest for the

pupils being that they are discussing real people and their interests.

"A series of lectures given by prominent people selected for their knowledge of the subject and their ability to interest could be presented under the direction of the supervisor. This should be short, and free to the teachers, if possible. In most cities at least this could be done without incurring any expense.

"Cooperation between the public library and the home economics department could produce a permanent exhibition of books, magazines and pamphlets in a central place and brought up to date from time to time. This should be designed to keep teachers constantly in touch with the best and newest that is written on the subject of family relationships and with the findings of those actively working in the field.

"The supervisor should issue bulletins from time to time on ways and means by which the teacher may get help, and progress being made in other schools in the system. Much may be gained from the pupils themselves. For instance, the question may be asked 'What makes a happy home?' and a list of suggestions toward that ideal made on the blackboard where all can see and study it.

"A composite list made from a number of classroom opinions is wonderfully enlightening as to what is actually going on in the homes, and the needs of the pupils. Such a list is most comforting and reassuring as to what the home of the future will be when this generation has grown up. Above all, the work begun in this field can be greatly aided by unsolicited information from the field. We are all of us experimenting and need help badly. It is hoped that a way may be found by which all experience of worth may not only be made available but finally be put into the hands of every one who is trying to do this most necessary work."

The discussion in one class in family relationships at *Lee County High School, Auburn, Alabama*, centered around "The most successful home I know." Various homes were described, a log house, a wealthy family, one with one child, another with seven. Pupils repeated these phrases. "They were interested in each other." "They were thoughtful and considerate, sympathetic, unselfish, did things for each other, were kind." Finally it was suggested that lists might be made of the common qualities and of the differences. At one end of the blackboard went the size of the family, father's occupation, size of income, location of home; and at the other went love, sym-

pathy, interest in each other, and so on. As the list grew one little girl said "Why, those things any of us can have if we'd try. They don't cost money."

A home economics class at *Elmore County High School, Eclectic, Alabama*, discussed "The thing that annoys me most at home." One girl said "it's my father asking me where I've been and what I've done and whom I saw. Every night when I go home from school he wants to know every detail of the day. If I go to the movie I have to tell who was there and everything about the play." This last point seemed to suggest a possible reason to one of the class who replied, "But you know you live out in the country and your parents work hard all day and do not see many people. They ask because they're interested in you and because they're interested in other people." And then she added "Anyway it's your father's money and he could go to the show and let you come home." Various members offered suggestions and finally the girl decided she'd try the plan of going home with things to tell rather than waiting to be asked. She remarked a few days later "It's lots of fun looking for things that father and mother would like to know about and I understand my father so much better, too."

The problem for several girls in this class was younger brothers and sisters—paper dolls scattered in the living room just after it was cleaned up for company, noisy toys when visitors were there, showing off, hats and coats thrown down. Feeling was high among these half dozen girls and for a time no suggestions were made except that, "The children should stay out and not mess things up." At last someone timidly asked, "Can they reach the hooks for their wraps alone?" Then followed, "Do they have any quiet toys? What do they have to keep their paper dolls in?" The tone of the discussion changed then. Suggestions were made that painted grape baskets with paper dolls pasted on the outside should be made to put the paper dolls in, that cloth rabbits, soft balls and scrapbooks be fixed for special "company toys," and that hooks be placed low enough for the children to hang up their own wraps. The girls with this problem almost ran races with each other in the next few weeks to see who could do the most to make a place for the younger members of the family in the regular and the social life of the family.

"The work I do at home" was the topic in another class at the *State Secondary Agricultural School, Evergreen, Alabama*. Several girls read rather lengthy lists. One girl said, after an unusually long list, "Do you do all those things all the time?" "Oh, no," was the

reply. "But I do them all some of the time." The first girl then said, "Well, I think we should all do some things all of the time." This gave a new turn to the discussion. The conclusion reached, as one girl expressed it, was, "The family should be able to count on our doing some things. We know when we go home that mother is going to get supper or if she cannot she'll see that it is done. In the same way we should be responsible for some of the work." They at once began to go over their lists to see how much and what they were willing to undertake.

At the *Dale County High School, Ozark, Alabama*, the girls were reporting on the results of their search for remedies for "The thing I do at home which worries mother most." Each girl had worked out a trial plan. Two girls had quarreled daily as to which one should drive the brother to work. Their morning duties were doing the breakfast dishes, cleaning the living room and taking the brother to work. The plan offered by the class was that one of them should do the dishes and the other clean the living room and take the trip. Jobs were to be traded every other day. The reason for combining the last two duties was that the living room could be left undone if the family got up late, but the other things must be done. "No quarrels for a week," was the report.

A second girl drove the family car to school. She did not always go home from school and if she did not she objected to telling her mother where she was going and when she would be home. Several members of the class had felt she should help at home if her mother needed her, that she should ask permission if she were going to be gone a long time and that she should always tell where she would be and about what time she would be home. They had brought forth good reasons, finally carrying the weight of class opinion with them. The plan finally accepted was to go home from school to see if her mother needed her. Then if she wanted to be away for less than an hour to tell her mother where she was going and when she expected to return. If she wished to be gone longer than that she was to ask permission. The report after a week's trial was that she had helped her mother every afternoon some, that twice she had helped with work that would have taken her mother a long time alone, that because of this help she had taken her mother to see a friend one afternoon and for a drive another time and that there had been no "scenes" for a week. "I see mother's side now" was her closing remark.

Understanding and caring for younger children is not so unex-

plored a field as the preceding two, and much excellent work is in progress in the schools in connection with child care courses, although this, too, is a recently developed field of education. There are three important reasons for including the study of child development in high school programs: (1) it helps in the immediate problems of adjustment in families where there are younger children; (2) it furnishes young people with an objective method of studying their own growth and development without danger of too much introspection; (3) it provides preparation for some of the duties of parenthood.

### *Courses in Child Care*

According to the general opinion of teachers reporting courses in child care and development, it does not seem difficult to interest boys and girls in this subject if they have opportunity to see and come in contact with children. This contact may be obtained in a variety of ways: through nursery schools; through children imported from families for special class studies; through observation of children in kindergartens and lower grades; through the study of children in clinics and other child centers.

Cooperation with parents is frequently reported by teachers of child care. Aside from encouragement and suggestion, they are helpful in arranging contacts with their own children. Opportunity for observation and help with children in homes, willingness to send children to more or less permanent nursery schools or play schools, and permission to use children for special food and garment demonstrations, occur frequently. Material is sometimes lent for the nursery school, talks are made by the mothers, and demonstrations with tiny babies given.

Doctors and nurses are also generous with aid. They tell the story of life and give talks on physical care of teeth and other topics. They permit observation in prenatal and baby clinics, explaining examinations and health records. Public health and visiting nurses explain welfare plans and permit girls to go with them, observing their work. Very often the nurse will bring a baby to the class for a demonstration of his bath and care.

Groups of small children are available through the cooperation of nursery school, kindergarten and primary teachers. Often these teachers are extremely helpful in explaining their methods and equipment, the daily lives of children, and points for class observation, such as habit formation or physical defects. Frequently they lend

children from their groups to home economics departments for special work in food, clothing, story telling, or play.

Principals and other executives arrange programs and help to supply material. Librarians help also in getting suitable reading material. When a nursery school is set up other departments lend services as well as materials. In one school boys of the shop classes helped to build equipment, and the girls fixed curtains, bibs and other necessities. Usually the teacher prepares the class for the kind of observation she wishes them to make; sometimes she gives them systematic observation methods, then she takes them to some accessible group of small children for observation.

The demonstration unit at *The John Muir Technical High School, Pasadena, California*, consists of eighteen preschool children from two to four years of age. These children come from all parts of the city, as this is the only demonstration unit of its kind in the public schools of this town. The parents provide transportation and pay six dollars a month tuition. The parents who became interested in this project are forward looking, with vision and some nursery school educational background. There is excellent cooperation. The children come at nine o'clock and remain until three. The tuition paid by the parents takes care of the assistant in the kitchen and part of the cost of the food. The Board of Education allows four cents a pupil a lesson as a home economics laboratory fee for the high school students. This allowance cares for the remaining cost of the food and other minor expenses.

The Board of Education provided an enclosed playground which is secluded and detached from the main grounds of the high school. The section of the home economics building occupied by the demonstration unit consists of one large room, a cloak room, and a bath and toilet room combined. One of the school kitchens is also used from nine until one o'clock. Minimum equipment was provided at a cost of somewhat less than five hundred dollars. The manual arts department of the school made some of the playground equipment.

Every girl in the city's schools is required to take one year of home making in either the eleventh or twelfth grade. Included in this is the required one-semester course in child care. The classes meet daily for a one-hour period, and average thirty members. About six students are excused daily from classroom to observe and assist in the child care laboratory. This means that every girl is in the laboratory for a one-hour period once a week. Also, once during the semester each girl is excused from all other regular classes and spends an



entire day in the child study laboratory so that she may become familiar with the preschool daily program as a whole.

Classroom discussions are based on problems that arise in the child care laboratory where the girls have definite schedules and observations to make, which rotate from day to day. These schedules consist of daily routine duties, such as helping in the cloak room, complete charge of bathroom and toilet, assisting in the children's "circle," telling stories and helping with music and play, assisting during free play period, and helping during nap period in the afternoon.

The students also assist with the preparation of food in the kitchen. They prepare and serve the orange juice for the mid-morning lunch, assist with cooking the mid-day meal, make all desserts, prepare all sandwiches, and get the service ready. The students assist in laundering the table linen and wash the dishes. In a public high school it is impossible to depend altogether upon student help for the preparation of the lunch and so some outside labor is provided. At meal time the students serve the food and act as student assistants. Lunch is served on small kindergarten tables. The students are seated at the various tables and are responsible for the preschool children at their tables. Each high school girl has at least eight meals in the child care laboratory, and thereby gets valuable first hand experience in the development of good food habits in young children.

Many of these duties come at the noon hour or after school, calling for voluntary service. It has been interesting to note that more girls than can be used always volunteer for these activities.

Each student observes one child during the second half of the semester. Simple mimeographed outlines are given the students for recording their observations. Each student writes a personality study of the child she is studying. These studies are prepared in class under the teacher's supervision, and with help and discussion from the whole class. The teacher directs the analysis of the observations in such a way that the class learns some of the principles of mental growth, and each girl also arrives at a new interpretation of some of her own problems.

The organization of this project still needs revision and improvement in details, but the response of the students is most encouraging. The laboratory demonstrations have proved so convincing that the girls can no longer deny the importance of habits on the mental, physical and social life of the individual. They see the results of solving feeding problems and the bearing of many problems in family

relationships on everyday living. Thirty-six of the ninety girls enrolled in the course the first semester asked for advanced work.

A course at the *Manual Arts High School, Los Angeles*, used much the same observation procedure. Each pupil selects a child as his particular responsibility and makes a detailed report of observation. The same necessity for non-interference with the children's activities is emphasized, and the same opportunity for questioning the nursery school staff is offered. The special significance of this program is that the boys as well as the girls enrol in the course and the boys find the work as absorbing as do the girls.

Many schools, however, do not have access to nursery schools, and resort to visits to kindergartens, early elementary grades and child clinics. These institutions have always proved most willing to cooperate in the older children's study of their pupils.

The *Senior High School in Reading, Pennsylvania*, has no facilities for a child caring laboratory. Each girl in the course visits a kindergarten, a clinic, and one or two elementary grades. Class discussion brings out the points to be observed, which include the child's reaction to situations, the teachers' methods of handling problems, and the equipment and its use. Two girls visit together. In reporting on the visits, one usually gives her impressions which are then supplemented by her partner.

The *Consolidated School, Geraldine, Alabama*, though without access to either a kindergarten or city baby clinic, manages to give some attention to the problem of child care in the home economics course. A six weeks' unit involves the study of proper food and clothing for children. Each girl in one class selects some baby in the community to study and reports upon his mental and emotional development as well as his physical growth. A baby is brought to school and bathed. In addition to this unit in child care, the girls undertook to improve the health and habits of the younger children in the school through the school health programs. As there were twelve girls in the class and four rooms in the school, three girls were assigned to each room. Plans were made twice a week during a fifteen minute study period, and on two other days the home economics girls presented stories, posters, talks, and health plays during this period. Stars were awarded the children for bringing fruit and milk in their school lunches and for keeping the health rules. A wall chart for daily checking in each room and "pay day" once a week aroused much interest and competition, each grade trying to keep ahead of the others. Besides checking results, these girls offered suggestions to the

children on what to bring for lunch, how to wrap and pack lunch, better ways of preparing the food, how to care for milk bottles, what to buy with the money they brought to school. They also gave exercises to correct posture defects. Very soon 90 per cent of the school was bringing milk and fruit, teeth were better cared for, and over 90 per cent gained weight during the school year.

The girls, although limited by the meager laboratory facilities, really studied child care and development and carried the instruction over into their daily lives in a practical manner.

Courses in child care and development indicate that educators are realizing that the vital question of instructing future parents in some of the techniques of child care should not be left to chance. For the most part courses are being handled intelligently, and through them the girls and boys are coming to understand that parenthood requires preparation and aid from scientific and educational sources. To this extent the schools are aiding the pupils in adjustment in present relationships to younger children, and in a measure equipping them with knowledge of how to cope with future duties.

#### *Demonstration Cottages and Apartments*

It is a sound principle of education that "training must be conducted in an environment and atmosphere that will duplicate as nearly as possible that in which the job itself is to be done." In the field of home economics the application of this principle to plant and equipment has led to the furnishing of a number of practice cottages or apartments. Certain features of these cottages make them eminently suitable for educating for home and family life; the atmosphere is informal and therefore conducive to discussion of intimate problems, and working conditions are similar to actual home conditions. The cottages are furnished and maintained upon an esthetic plane compatible with available finances and local home standards and thus the standards for home conditions in the community are raised. These apartments also serve as homelike social centers for the community, offering another link between the home and school life of the pupils. Evidences of the cottages setting standards for home making practices are shown by these two comments:<sup>1</sup>

One principal reported that in making an investigation of expenditures in the school budget a representative of the Municipal

<sup>1</sup> Winchell, Jessie, Director of Home Economics Education, Rochester, New York.

Bureau of Research said, "If you don't give your girls and boys anything else but an opportunity to see a house of this sort with its charm and extreme standard of cleanliness, you are teaching them the most valuable work imaginable." The principal answered "Exposure of the children to the house is minor compared to the numerous other activities which are carried on in the cottage which are proving of inestimable value." Another principal reported that she was sure that her practice house had raised the standard of the homes of every girl and boy who had come to her school since the house was established.

Frequently cottage furniture, often refinished by the pupils, is sold to some home in the community after a year or two's use in the cottage, thus carrying the standards of the cottage into the home. While children are refinishing furniture or redecorating the cottage, it frequently happens that parents come to the cottage to learn refinishing methods, or about other things relating to their home problems. Girls often make things for their own homes while furnishings are being made for the practice house.

The practice house in the *High School* of the lumber-mill town, *Cottage Grove, Oregon*, sets standards which furnish an incentive for improvement of the pupils' home conditions. The industrial conditions in the town make for a transient population without proper standards of home living. The cottage at the *Towanda Borough High School, Towanda, Pennsylvania*, has for its purpose, "glorifying work"; the attempt is made to demonstrate that household drudgery is often the result of poor management, wrong tools, or wrong spirit, and to replace the idea of drudgery usually associated with housework with a belief in the dignity of home making.

The home economics house of the *High School* in *Charlotte, Virginia*, is furnished with first aid equipment and the girls are taught how to use it in the emergencies and accidents which occur at school.

The home economics instructor at *Hopewell High School, Hopewell, Virginia*, says: "Working with girls in the cottage representation of home life rather than the laboratory, makes it easier to inculcate in them higher ideals, to develop appreciation and culture, to awaken interest and realization that daughters are an important part of the home. Using the cottage plan in the classroom the child gets the first training which helps develop a sense of home responsibility." The class in this school is divided into groups, two pupils accept the responsibility of running the home as mothers do for a definite period, while a portion of the class acts as daughters, doing

their share to take some responsibility from mother. For instance, two daughters will clean the house while two others take charge of the cooking. The mother's work is varied as it would be in any home. Three times a week she has a guest. It may be a member of the class, a school friend not taking home economics, a high school teacher, one of the mothers, or the home economics instructor. Visitors are met by the hostess. She entertains them, and if this is their initial visit or if any new phase of work is being carried on, the hostess explains everything. This training helps develop self-confidence, initiative and a gracious and charming manner.

An instructor in *Richmond, Texas*, reports:

"I have found that letting groups of girls spend the night in the cottage is successful. This enables the girls to confront and solve household management problems that would not occur in class work. We attempt to stress throughout the course the close relation of the pupil's own home and home problems and projects. It has been interesting to note the particular pride in the cottage of those girls whose home conditions are not the most attractive and pleasant. I really believe that many home conditions have been definitely improved through the influence of the home economics cottage and it has placed the girls' ideals of the home upon a higher plane."

*The Douglass Community House, Cincinnati, Ohio*, is used as a practice cottage for the neighboring elementary and junior high school of a thousand Negroes. The Community House is furnished and maintained by the Board of Education and operated by the girls of the junior high school as a practice house. The boys of the school share in the project through making repairs and remodeling. The aim is to affect standards of living by making this a model house used by every one in the community.

The house was old, but is possessed of six fair sized rooms, a bath, plenty of windows, a lovely outlook, and possibilities for improvements the pupils could make. As soon as the house was turned over to the school, remodeling began. Year by year the work has gone on, until now, what was once a run-down piece of property has become an attractive home, school and community center. The wood-work has been painted cream color. There are sheer cream colored curtains and wicker furniture. The walls are wainscoted with a toned burlap, the hangings are blue, and the rugs blue and tan. The rooms are comfortably furnished; and though the furniture is of the simplest

and much of it old, the entire house presents an exceedingly cheerful and pleasing appearance.

The girls do all the work in the house, except taking care of the furnace; cleaning, laundry work, scrubbing; making curtains, lamp shades, buffet sets, draperies, pillows, quilts, and bedspreads; painting steps and window seats which need refinishing often. Classes come to the house three days a week, in groups of twelve to eighteen and remain ninety minutes. As far as possible, these groups are classified according to age so that the over-age group may be given extra time. There is always plenty of work to do as the house is used for many outside purposes.

The Girl Reserves, Men's Glee Club, and Chauffeur's Club hold weekly meetings here; the Delta Sigma Theta Sorority and Alpha Kappa Sorority meet on alternate Saturdays; The Mothers' Pension Group, Ministers' Wives Association, and parent teachers group meet once a month. In addition there are many parties and social gatherings. The girls sometimes have parties for their mothers, teachers or themselves. From September until June of every year, six hundred to eight hundred people use the house each month.

The house is open to any one in the community after school hours and for any social purpose which is not for profit. Dancing is not allowed as the house is too small, and young people under eighteen are allowed the use of the house only when there is a responsible supervisor.

There is no charge for the use of the cottage. It must be left in good condition, which is understood to mean dishes washed and put away, and the house in order. Light, heat, and furnishings are provided by the Board of Education. The community uses it without supervision. Dates are arranged with the teacher who schedules the hostess, time, and type of entertainment; the key is kept at the school library.

The community uses the house with the utmost care; no damage is ever done, nothing taken, and should a dish be broken, which seldom occurs though there are often gatherings of fifty people, it is replaced. The fine attitude of the community is a constant source of satisfaction to those who are working out the project. Though there is no charge, groups using the house have donated gifts, such as a victrola, a silver service, gas logs, mirrors, lamps, and other things to enhance the beauty of the place. The girls love the work, and it is not to be wondered at, when one sees the pleasant home atmosphere and perfect freedom with which they pursue their various duties. The

only punishment that is ever necessary is to take away the privilege of working, for it is much harder to sit still in this busy household than to execute the most difficult task.

In some city school systems where expense is a vital matter, a home economics tea room has proved more possible than a practice cottage or an apartment. The foods laboratory, invariably a part of a home economics department, is used at luncheon for the kitchen.

A home economics tea room may serve an important educational function. If it is furnished and decorated artistically, it may be the most beautiful room in the school. Such a room has a subtle but important effect upon pupils who enter it. It may serve as an inspiration for beauty in home furnishings and as a model of cleanliness in home care.

The foregoing examples show the wide range of uses of home economics practice cottages and apartments. These uses include undertakings as specific as the school nurse's giving a bath to a forlorn waif, and as broad as teaching American ideals of living to predominantly foreign communities. The outstanding feature of these cottages, whether they be actual houses or partitioned-off and furnished classrooms, is the fact that they provide an atmosphere so closely akin to that of real homes. In them the pupils feel free to discuss their most personal problems; the elasticity of the programs provides opportunity to meet emergencies and cope with them, and the similarity to home conditions suggests the feasibility of carrying cottage practices into the home.

### *Home Projects*

Many schools are encouraging pupils to solve practical problems in their own homes after an adequate basis for them has been developed in school. Such a plan when well carried out furnishes excellent opportunities for the development of better family life and for the promotion of cooperative relations between the home and the school. The child is allowed to assume the responsibility for the success of the project with the mother's and teacher's advice and guidance. Greater comradeship between parent and child result; mothers are relieved of some part of the home work and the child comes to realize more fully the time and effort expended and the valuable contribution made by the mother to satisfying home and family life.

The initial step in planning a home project is most important. Where it is well done the pupil evaluates her training and experience and the added opportunities which carrying through a project at home

can bring her. She then discusses these possibilities with her mother to see what activities best fit into the needs of the home. On these bases a project is selected and carefully planned and carried out by the girl. Throughout the project the girl checks her own progress and revises her plans to secure better results. A project so selected and carried out becomes a factor in education for home and family life and for better understanding of the relationships and problems which exist in homes. In many states, home projects have been a definite part of the vocational program in home economics for several years.

In Alabama<sup>1</sup> each girl who enrolls in such a course in high school expects to begin putting it into practice at once. She uses the home project as an aid in solving her problems of personal living. They develop her into an active, contributing member in her parents' home, and help her to acquire experience which will make her a better future homemaker.

Plans for home project work are started by encouraging home economics teachers to study the community and make home visits for a few days before school opens. Several teachers are employed for ten calendar months and when there are rural pupils travel funds are provided and all are urged to do home visiting.

Home practice work is encouraged from the beginning. Home problems are discussed and the instruction centers around real situations whenever possible. A printed home project letter, prepared by the State Department of Education, explaining home projects, is given all new pupils following a talk on home projects by the teacher. These letters tell the mother and the girl about the value of the work. Each girl then prepares, with the help of the mother, a list of home jobs which need to be done, which she thinks she would enjoy doing and in which she would learn new things.

All kinds of home projects are carried out based on the interests of the girls, the needs of the home, and the instruction at school. They include such things as meal planning and preparation, clothing selection, construction and care, home improvement both inside and outside, child care, home management, family relationships, personal improvement. The girls are encouraged to interest as many of the family as possible. Projects in home improvement often become group projects for making home living more comfortable and happy. When agriculture is taught in the school both departments select for emphasis phases which will improve home living in that community. Interest

<sup>1</sup> Information supplied by Ivol Spafford, Supervisor of Home Economics Education, Montgomery, Alabama.



may center around more convenient homes, better food, or more sanitary homes and grounds.

The aim of the project undertaken by a sixteen-year-old girl at a *Miami High School, Miami, Florida*, was to bring herself as near to normal weight as possible. She reports the progress of her undertaking as follows:

"I chose this project because I was far below normal weight and consequently unhealthy.

"I found that normal weight for my height and age was 115. When my project was started I weighed 85 pounds. I consulted our physical director and she told me the things I should do to gain weight. She advised me to follow all the rules of good health, to drink milk, drink a cup of warm water in the morning, and to eat all the butter, cream, and other fats possible. She told me to eliminate all food between meals, and to eat as few sweets as possible. She explained that the reason I was underweight was because my assimilation was poor, and that sweets were largely responsible for my condition. I had never realized that this was true, and so gained new knowledge in connection with my project.

"I added a glass of milk to each of my meals. At first it was very hard for me to drink it, as I disliked it very much, but I soon got used to it, and now do not mind it.

"I had some trouble drinking warm water in the morning, for it was specified that I should drink it one-half hour before breakfast, and it was my habit to eat breakfast as soon as I got up.

"I forced myself to eat many vegetables which I did not like, but which became more agreeable as I got used to them.

"I observed all the rules of good health, such as sleeping long hours with windows open, omitting sweets between meals, drinking a pint of water a day, and being careful to have regular daily elimination.

"I ate as much fat as possible by increasing the amount of butter on my bread, and eating whipping cream in all forms.

"At the conclusion of my project, I found that I weighed 96 pounds, which is an increase of 11 pounds. Although I am still below normal, I think the increase is satisfactory because I have not reached my full height and much of my energy is consumed in growing.

"My project has been of much value to me. I have learned to like foods which are good for me. I have gained knowledge which will help me if I have a home of my own. Best of all, I have formed habits which will increase my weight and improve my health after this project is concluded."

The child's mother said of this project: "We have always had trouble getting Frances to eat the right sort of food and the proper amount since she was about seven years old. She has really tried lately to gain weight and has been drinking milk and trying to learn to eat vegetables and I really feel that she has been benefited by the experiment." The teacher said: "I think that this has been a successful project. Frances has changed her eating habits, she has become interested in herself. I think that she will continue to follow the habits that she has started, even though the project is completed."

A project carried out at the *Consolidated School, Ripply, Iowa*, is given in the pupil's own words.

"I chose this project because I wanted my family to learn to eat and like fruit for breakfast, and I felt that I needed the experience in having the entire management of the meals for a week at least. I wanted to be saving and economize as much as my mother had, so I carefully studied and planned menus for the week. Next, I observed our emergency shelf and wrote down the groceries we had to have. As I planned to start getting breakfast on Sunday, December 12, I did the marketing on Saturday, December 11. Since several things on the list could not be purchased a week ahead of time, I planned my meals in such a way that it only took me a few minutes to prepare them. If anything could be cooked the night before, I did that. Such things as laying the fire, getting the coffee ready to make, setting the table, and soaking and partially cooking fruit such as prunes, the night before, makes the breakfast easier to prepare.

"I discovered my family didn't like to eat the fruit at the beginning of the meal, but I didn't criticize that because I thought it was better for them to eat it at the close of the meal than not at all. I believe my breakfasts were a success and I think my family agree. My greatest trouble was in rising early enough. I learned what a task it was for my mother to get up every morning of the year, and get a well balanced breakfast with variety that will suit every member of the fam-

ily. I appreciate breakfast more than I did. I made mistakes, but I can profit by them. I will try to improve and learn new things every time I prepare a breakfast.

"Mother's Comment: 'I really think Loyalene did very well with getting the breakfasts. It helped her and also helped me.' "

The following discussion illustrates the evolution of successful home projects from class work:

"What do you do now to help at home?" a teacher asked her class.<sup>1</sup>

The picture of one girl's home life and of her family responsibilities revealed that she was the oldest child at home and that she had much of the care of a brother five years old. One of her problems was to see that this brother was ready for breakfast and that he got to bed on time. Often her patience was sorely tried because Robert was so slow in dressing. In fact, she said she frequently had to dress him herself because he played and "fiddled" along so much.

This remark brought comments from the class to the effect that Robert was old enough to dress himself. One member reminded her that in their child care unit they had decided it was not fair to small children to do for them things which they could do for themselves as it deprived them of the opportunity for development.

By the end of the class period the girl had decided to talk to her mother and see if she thought something could really be accomplished by giving more thought and patience to the problem of her small brother's dressing. Her mother was anxious for her to try so she announced in class the next day that she had decided to choose as her home project, "Helping my little brother to be more self-reliant."

The first step was more reading than the girl had time for during the child care unit. She wanted to find out what a boy of his age really should be able to do for himself; she needed suggestions as to how to interest him in doing them. One problem she undertook was the selection of his fall wardrobe. Robert went along and was given the opportunity to aid in choosing the clothes he could put on all by himself. As soon as he reached home with the purchases, he immediately wanted to show the family how he looked in the new garments. Gradually he developed self-confidence and pride of accomplishment in washing and dressing, in hanging up his own clothes and assuming

<sup>1</sup> Report of a project by a pupil in the McMinnville High School, McMinnville, Oregon, in the *Vocational Oregonian*, February, 1931.

many other responsibilities. A little neighbor girl with whom he played, also joined in the "I-can-do-it-myself" games, so that the home project in time became a neighborhood project and the older sister continued her interest long after she was giving her major attention to another project on the improvement of her own personality.

A pupil at the *High School, Amery, Mississippi*, took as her project the planning and construction of clothing. She began the project by making two dresses, a slip and some underwear for herself. In telling of the results of her work she said that she became so interested in sewing for herself that she intended to sew for the family. She reported, "I have become so accustomed to sewing at home since beginning the project, that I now make half the clothes of the family as home practice. In addition I try out each new idea I learn in class. My mother says that she is quite well pleased, not only at my progress, but at the reduction of her cares and the family expense. I am happy in accomplishing anything so helpful to my family."

A third year junior high school pupil in *Alabama*, selected as her project, "Working out a Better Plan for Housekeeping in Our Family." The family consists of the mother and five children. Mildred is the oldest girl, with two brothers older and two sisters younger. Since the father's death the mother has been keeping a store. The mother has to go to the store early in the morning and stay until night. The oldest daughter has charge of most of the duties of keeping the house clean, cooking dinner for the family before she leaves for school in the morning, and cooking the supper in the evening after she returns from school. She said that she could never think of anything new to cook and that the boys fussed about not having what they wanted to eat so that they often went out to a little café for their meals. She and one of her sisters were several pounds underweight. Her younger sisters did not help at all with the cooking and did very little toward keeping the house clean.

She first made plans to work with her mother at night on menus for at least two days in advance. With the help of her mother, a list of foods and several typed menus, she started her new régime. She made out market lists and bought groceries in the afternoon for the next day. She also made a schedule of work for the younger sisters.

A record was kept of this project for three and one-half months. Her mother reported that the grocery bill had been less, that they had had better foods and well balanced meals. The daughter said that the problem of housekeeping did not seem half so much trouble after

she started her project and that she got through with the work in much less time. The younger sisters developed the habit of helping her with the work and doing so in a cheerful frame of mind. The girl said that her brothers were now always at home for their meals and were very agreeable about them. Her sister had gained a little weight, and, although she herself had not yet gained, she reported that she felt much better.

The value of home projects, of course, depends to a large extent upon the permanence of the correction of the ills at which the projects were aimed. The old proverb, "A new broom sweeps clean," is peculiarly applicable to countless pupils attempting home projects. The pupil, fired by the novelty of his or her undertaking, conducts activities with an amazing zeal. And later when enthusiasm has worn off or has been distracted to a newer program, the earlier situation lapses into its old deplorable state. The project, however, that leaves its mark on the habits and character of the pupil who undertook it, that is still manifest in a deeper understanding on the part of the youth of the underlying causes of difficulties and a more generous consideration of "the other fellow" is worth the effort expended by teacher, pupil, and all who cooperate to further it. It must be reiterated that the worthwhile home project must not intrude on the privacy of the family, but must rather be in the nature of a tactful attempt to aid the boy or girl in adjusting some situation which would bear improvement in the eyes of the parents as well as the child.

### *Home Economics for Boys*

Some schools, recognizing the fact that education for family life is not merely the acquisition of housekeeping skills and that home making in its large sense is the concern equally of men and women, have enlarged their programs to include boys in some of the classes, particularly those which deal with the economic, social, and recreational aspects of family life. Since present economic conditions have forced so many wives to become wage-earners, their husbands in all fairness have to assist, in the actual performance of domestic duties, more than was formerly considered manly. Therefore there are given in many schools courses for boys involving the skills necessary for active participation in household duties.

All the boys in the eleventh grade of the *Tulsa, Oklahoma, High School*, are required to take a course in Home Craft. As the name implies, this course is designed to cover all the activities of the household. It is, however, not limited to the narrow notion of mere skill

in craftsmanship, but includes the larger and less concrete aim of effectiveness in managing one's home life. This course is credited on the same basis as other high school subjects and is required for graduation. An added advantage is the cooperation between this class and the girls' classes in home making. The boys discuss the purpose and function of home life and the attitudes necessary to produce a satisfactory home atmosphere. Although the course is planned primarily to meet the boy's immediate needs as a member of his present family, it also teaches him the importance of choosing a mate who will aid him in achieving a happy home life, and includes a study of parental responsibility in the development of little children.

In *Chicago* certain high schools offer a course in home economics, the specific aim of which is to teach the high school boy those fundamental principles of home economics which will help to make him a worthy member, both of his family and of his social group. In one unit he is taught the factors which contribute to a satisfactory home. He makes a study of food, including necessary daily requirements from a health viewpoint, the proper choice of food in the school cafeteria, and the preparation and cooking of certain simple foods with particular emphasis on types suitable to camp life. He also makes a comprehensive study of men's clothing, the materials they are made of, workmanship, the choice of suitable accessories, care, and cost. Next he considers the family budget with special stress on the allowance necessary for his needs and a perspective on his needs in relation to the family income. Suitable shelter is the last topic taken up in this unit. He analyzes his own home, its location, studies the factors influencing the choice of a location, and considers what his neighborhood has to offer in types of homes and apartments, and the advantages of each. A second unit deals with social life and the use of leisure time; a third dwells on standards of living and ways of raising such standards; a fourth is concerned with the relation of the home to the community with emphasis on the responsibility of each member of the home to the community; a fifth studies the laws and ordinances affecting the home.

The examples described here are not presented in the expectation that they are to be copied literally in other schools. They are brought into the discussion more in an attempt to paint a picture of the present situation in the field of educating for home and family life in all its aspects. This limitation applies not only to the home economics courses but to all other illustrative material.

Since each situation in each school is different and possessed of its own peculiarities, problems, and facilities, it would be impossible to lay down hard and fast rules of procedure or present ready-made courses guaranteed to result in the desired education for home life. Therefore a general philosophy has been voiced and, wherever available, a single illustration of the type of program that could be utilized to gain the stated objectives has been described. During the present developmental stage of such work definite methods cannot be prescribed. It has been suggested by one of the leaders in this field that in places where there are groups interested in forwarding this education it should be taken up for discussion in the light of the conditions existing in the special situation involved. Then, guided by the essential philosophy here put forth, the school might seek more specific information from experts.<sup>1</sup>

<sup>1</sup> See Appendix for list.

## POSSIBLE LINES OF DEVELOPMENT

### CONTRIBUTION OF INTEGRATED PROGRAMS

**I**NTEGRATION as an educational goal in itself will not be discussed here. As a means of accomplishing, with greater facility, the objectives of education for home life, integration is much to be desired. Since education for home life and parenthood involves the development of a well rounded individual, certain advantages inherent in the integrated program are obvious. Such programs, tending to break down the lines of demarcation between subjects and between the home and school life of the pupil offer an interplay of forces and influences that complement and counter-balance one another. A perspective is developed in the pupil which enables him to determine the positions the various subjects occupy in his educational picture, and to evaluate their respective importance to him in terms of personality needs. This inevitably means that subject matter must meet the test of its usefulness to him in his personal life, including that of his home. This application of his school training to his home situation is further insured by the marked degree of parental cooperation that schools carrying out integrated programs endeavor to secure.

In some of the most progressive schools, all departments contribute, through their integrated programs, to the development of balanced, socially adjusted individuals, and all factors in the child's life are taken into consideration. In such a program the home naturally plays considerable part, since the child's ability to function in the family is vital to his successful adjustment to life. No school, however, has reported the integration of its entire curriculum around the objective of preparing specifically for participation in home life.

The *North Shore Country Day School, Winnetka, Illinois*, stated that the majority of its courses are presented so as to show their application to family life. The teachers make a conscious effort to build up a body of knowledge, attitudes and ideals about family life. In almost every course emphasis is placed upon subject matter which can be applied at home. In addition to this the routine of the school day affords situations easily related to home situations.



The school which is limited to 350 pupils, is organized like a large family. There are opportunities for all ages and both sexes to work and play together as they do in families. The session lasts all day so that the children share the family experience of eating together, yet they are not removed from home atmosphere as they would be in a boarding school.

School situations provide contacts for older children. High school pupils are responsible for the youngest boys and girls in the morning assembly, and in eating at noon.

All the groups participate in special activities, such as repairing and making toys for poor children at Christmas so that little and big boys work together on the same job. The little fellow learns to share in really worthwhile work, while the big one learns to be patient, tolerant, and understanding of the small child.

Dramatics, exhibits, assemblies, field trips, clubs, games, and parties all contribute opportunities for natural contacts between boys and girls unhampered by self-consciousness. This gives the adolescent a chance to adjust himself towards the opposite sex with a minimum of distress.

The school also has extensive plans for home and school cooperation. Parents are organized in grade groups and come together for regular meetings. Pupils have similar grade groups for student government. Occasionally representatives of two organizations meet together. Sometimes pupils ask that parents be told what they are learning so that there may be greater understanding and freedom between them. Carrying the principle of integration beyond the limitations of the school curriculum into relationships between parent and child, makes parental and preparental education go on, simultaneously, hand-in-hand.

In many other schools there is a partial integration of interests around some worthwhile objective which contributes to home adjustments. Health programs extend through all school undertakings and stress the importance of "practicing what is preached" in the homes.

Homerooms provide a central meeting place for small groups where pupils may have experiences akin to those in a large family. Here there is a certain informality, yet the value of orderly procedure is not lost sight of, and consideration for others feelings and a certain amount of responsibility for their well-being, adds something to the total of preparing for family life.

The following report from an eighth grade teacher at the *Liggett School, Detroit, Michigan*, is an excellent example of how actual

problems of growing girls may be used as the basis for such school work.

"Our daily discussion period is to me the most valuable experience from the standpoint of educational training for home and family life, for in those periods of discussion each girl has opportunities for free expression of personal experiences and ideas. Ideals are set up, put into practice, and discussed. Judgment is then passed on what is the best plan of action. A specific case in a class of girls averaging thirteen years of age has been the setting of standards as to how to handle 'crushes,' as this group seemed to be troubled by this emotional problem. From the standards they set up of how emotions should be kept alive but properly controlled, and from their attitudes concerning courtesy, love, and real happiness in their relations with people, I think that our experiment made a valid contribution to adjustment in home living."

One of the outstanding values of this experiment lies in the fact that here group standards are arrived at through group discussion. It is important to note also that problems involving the emotional life of the girls were met when they first appeared, in this case in the form of "crushes." By helping the girls to solve this problem at its source there was a release of tension and much blind, destructive experimentation was probably avoided.

Auditorium programs sometimes resort to open discussions of matters before the pupils' attention, but in so large a group the students may encounter difficulties in expressing frank opinions or their absorbing personal problems. Nevertheless the very act of assembling brings to the child's consciousness a realization of the school as an integral whole to which his personality contributes. This concept may very easily be widened, through a conscious direction of procedure, to include at least a glimpse of himself in relation to his home.

#### REDIRECTION OF EXISTING SUBJECT MATTER

It is the belief of many educators that, except for instruction in the specific skills involved in a household's functioning, little progress can be made in educating for family life by attempting to incorporate it into definite courses. Certainly the social science courses at the secondary level offer little of real value toward this education. Ele-

mentary grade courses devoted to the same question have worn off the first interest in the idea that the home is the social unit. Whatever power this idea originally had to attract the pupil's attention is spent. A survey of such courses in secondary schools show little that can be termed truly effective education for home living. Courses, for the most part, are but repetitions phrased in longer words of elementary ones, which can scarcely be said to further progress in preparation for home and family life to any marked degree.

It is questionable whether, aside from the health and home economics programs, such education should be sought from courses specifically for it, since "the really important things in the education of youth cannot be taught in the formal didactic manner; they are the things which are experienced, absorbed, accepted, incorporated into the personality through emotional and esthetic experiences."<sup>1</sup> The major responsibility for educating for home living goes back to the personality of the instructor and the vital atmosphere she engenders in her class, whether it be a class in history, English, mathematics, or biology. Educators speak of redirecting subject matter to attain this type of education. This means simply looking upon subject matter as a means of solving problems for the pupil rather than as material to be learned and recited.

Beside teaching skills and desirable hygiene habits, the most feasible way of educating for family life seems to be by meeting problems as they arise in various courses. If each teacher makes an effort to encourage the pupil to discuss questions as they come up in class, bring in living problems for class discussion, and consider subject matter as information pertinent to the solution of problems rather than as mere blocks of academic knowledge, much progress can be made toward the goal of applying education to home living.

The teacher should not only interpret the features of her subject that are obviously connected with the pupil's personal life in such a manner as to illuminate his problems, but she should explore all phases of the subject for possible leads toward helping the pupil with his perplexities. In organizing a course on the basis of pupils' needs, the teacher should endeavor to find out what needs the pupils are conscious of, and, through class discussions, bring out the needs less clearly defined in consciousness. Above all, the teacher should so stimulate the pupil to intellectual activity that the course becomes an adventure rich in experience for him. The surest way of enabling

<sup>1</sup> Frank, Lawrence K. *Some Aspects of Education for Home and Family Life*. See Bibliography.

youth to cope with situations at home or elsewhere is to develop in him a spirit eager to attempt solutions, and character resilient enough to adjust itself to unalterable circumstances without destruction of its essential entity.

Mathematics, not ordinarily considered close to the most vital interests of children, can be made into a stimulating form of mental calisthenics by a teacher who knows how to share with her pupils the keen zest that comes from a disciplined mind bringing a task to an orderly conclusion. Aside from its bearing on bridges, skyscrapers, engines and other conditions of life today, there can be for youth a dramatic grandeur about a science that conquers illimitable space. It is not the intention of progressive education to discard the discipline that comes from mathematics, but, by making clear the excitement of its uses, to challenge youth to brave its rigors.

History in intelligent hands can play an important part in enlightening pupils about the development and interactions of family life, its feuds, its ill-considered efforts to obtain power, its abuses and its triumphs through the ages. No other subject can deal with the patterns the family has woven through the progress of the world with such clear-sighted impartiality. Where, even within cut and dried curriculum outlines, teachers are so presenting the subject, a contribution of incalculable value is being made to education for family life. No such courses, however, were reported in this survey. That they exist can hardly be doubted. They have existed before education for home life became a conscious movement, and are not likely to have been eliminated.

English literature offers, perhaps, richer possibilities for developing right attitudes toward marriage and parenthood than any other subject. The teacher can use the best that has been written about family life from the *Mill on the Floss*, Butler's *The Way of All Flesh*, to the *Forsyte Saga*. By throwing the family scene into dramatic relief in literature, the pupil may be provoked to hot debate or detached consideration of the motives and psychological implications underlying family relationships. An understanding of human values can gradually be bred in him while he is starting on the road to original philosophizing.

"These conceptions and beliefs and the patterns and techniques they require for action, cannot be set up abstractly and handed out didactically. They must be created artistically and presented as esthetic, emotional experiences which of their

own virtue give rise to intense convictions and overwhelming enthusiasm . . . If to these personal patterns we could develop a conception of social welfare, as something not merely to be sought in altruism, but rather as a good to be attained by each individual through wholesome, sane living and by rearing healthy, sane children, then we would have created a goal of endeavor that could be followed by each person in all his activities and occupations and living. . .

"Again let us repeat that these ideas and conceptions must be artistically created and presented to youth and therefore it is to esthetic experiences and social life that we must turn if we wish to accomplish anything in this direction. Let me quote from D. H. Lawrence on this point:

" 'It is the way our sympathy flows and recoils that really determine our lives. And here lies the vast importance of the novel, properly handled. It can inform and lead into new places the flow of our sympathetic consciousness, and it can lead our sympathy away in recoil from things gone dead.'

"In literature, especially the novel, we have experience presented of utmost importance to youth, and almost as by intent we try to keep youth from contemporary fiction or destroy all his interest in literature by our courses in English . . . Can we develop some real understanding of the place of the arts in education and growth that we can make more adequate use of these potent instruments at our command? Unless we can invoke these artistic aids, I can see little hope for vital education." <sup>1</sup>

Biology offers an obvious approach to education for family life which is almost never carried through. Any number of courses were reported that were excellent as far as they went; they offered a systematic and thorough study of the various forms of life and their origins with particular emphasis upon the human race and its biological functions.

In an elective course in biology open to juniors and seniors at the *University High School, Berkeley, California*, much of the subject matter is presented in such a manner as to prepare the pupils for home and family living. It is assumed that one of the purposes of work in biological science directed toward the study of human beings should be to give an understanding of the biological findings under-

<sup>1</sup> Frank, Lawrence K. See Bibliography.

lying so much modern psychology and sociology. Wherever possible in this course applications of biological facts and generalizations are shown in these related fields.

The course deals with human beings. Human beings, therefore, must be observed and studied if the ideas presented are to have real meaning in the minds of the students. Younger children are invaluable as objects of study, because they are interesting in themselves, and high school students from small families have had no contact with them, because the development of children illustrates exactly the facts concerning metabolism, growth and responses to stimuli that it is the function of the course to teach, because they focus attention upon other human beings and so lead away from morbid introspection to which adolescents are so prone. Objective thinking about problems which are their own as well as the children's is stimulated. Desirable information concerning health practices and the care of the body which adolescents with their self-consciousness and sense of personal dignity, so often resent when given directly, can also be taught through observation of little children.

In this course no one unit is set aside for teaching child study or family relationships, but wherever material on children and families can be used it is introduced. This is definitely planned, not left to chance. In the second semester special class projects are carried on involving a study of children, which review from the point of view of child growth and development much of the first semester information.

The study of reproduction is carried out through dissections, readings, discussions, and the study of models and charts. Flowers are dissected, first because they provide such a totally non-emotionalized background for acquiring a scientific background. Next follow dissections of fish, frogs, birds, and mammals. Constant use is made of a dissection model of a human torso and of charts showing human anatomy. The relationship of parent and offspring is kept in mind in studying each animal so that by the end of the unit the pupils are ready and eager for discussion of the human family. Such problems are discussed as "How long should parents take care of their children?" "How large can families be and still give the children proper care and education?" "Should mothers work outside the home?" "If so, who should do the housework?" "How can the community take care of children of working mothers or of orphans?" "What does divorce mean for the children?"

Accompanying and following a study of responses to environment,

babies of different ages are brought to the classroom and studied. In the discussions and reports preceding and following the observation the observable behavior is interpreted in terms of neuromuscular mechanisms, psychological conditioning of reflexes, of maturing organs and functions, of emotional development. Food is studied in terms of bodily needs. The relation of adult diseases to normal growth and development are shown and the interesting question of heredity is introduced. Literature relating to children is available in the classroom for leisure reading.

#### THE NEED FOR SEX EDUCATION

It is perhaps unjust to put the burden of the blame for the great gaps noticeable in sex education upon the biology courses. There are obviously several fields that should contribute to this instruction, among them health programs and hygiene courses. But all evade the issue. Sex education as it exists in the schools today consists mostly of biological information and a limited amount of instruction in personal health habits. It completely ignores the vastly more important matter of the emotional aspects of mating and the psychological reactions of the sexes. Until educators have the courage to face these problems it is useless to talk of education for family life, when the family, whether one wishes to be reminded of the fact or not, has its origin in sex.

It is unfortunate that the word *sex* should have come to have such lurid connotations. This hampers attempts to give young people an understanding of those volatile forces called into play by the mating instinct, yet schools should give this understanding.

"If the school is to serve as an effective agency in providing that type of education which will give the best background for parenthood, the veil of prudery must be drawn aside from many subjects with which the schools are forbidden by public sentiment to deal today. Schools proceed very much as if sex did not exist, and as if marriage as an institution did not exist . . . The school can no longer meet this issue by dodging it. It owes to youth a wholesome treatment of this aspect of life. The public school, then, must so order its program of elementary and secondary education as to contribute most effectively to building in the individual a background of character, interests, personality, attitudes, ideals, sympathies, and understanding that could best enable him to take his place

in the family group. These objectives cannot be achieved merely through the establishment of nursery schools, kindergartens, elaborate programs of health education, instruction in home economics, and the conventional study of the family and its functions. The school must come to grips with the cataclysmic changes which have come about in contemporary life. It must admit to its curriculum without restriction the findings of modern science. It must acquire the courage to study objectively and without prejudice all proposals for the improvement of the marriage relationship and for the remedy of the tragedy of broken homes. We very greatly underestimate the ability of youth of high school age to consider such problems and their interest in them. Why should the really vital problems of life be longer excluded from the curriculum? . . . Why should not youth in secondary schools gain some understanding of the conditions that make for happiness in married life, and of the cause of domestic infelicity? Consideration of such topics would find its place naturally in the study of social processes and institutions and need not be treated in any desultory, sensational or extraneous manner."<sup>1</sup>

If it is not considered irrelevant to introduce young children into a biology course in order that older boys and girls may study their development, reactions and care, then most assuredly it cannot be considered beside the point to extend their education to include topics with a direct bearing upon mating and family life.

Girls and boys should be taught the means of developing attractive personalities. Personal hygiene units, clothing courses, games, gymnastics, fencing, sports, should contribute to this vital end. While everything possible is being done to develop them into healthy, graceful, becomingly dressed young persons, their instructors in languages and the fine arts should be doing their utmost to give them poise, assurance, and that charm inherent in a man or woman who has adequate cultural means for expressing his moods. They should be given some understanding of masculine and feminine psychology in regard to the potential mate. While realizing that no two individuals are apt to react to the same set of circumstances in an identical manner, they should learn some of the age-old mating reactions and the truisms upon which they rest. These need not be presented as

<sup>1</sup> Newlon, Jesse. *The Rôle of the Public School in Parent Education*. See Bibliography.



right or unchangeable, but rather as in force today, and therefore to be contended with in the problem of attracting and holding a mate. The importance of athletics and the debating society for boys should not be overlooked, since women still demand the quality of success in men. It should be made plain to boys, also, that courtship is an essential part of happy mating, and that the degree to which this quality is retained in marriage often determines the permanence of the union.

Every effort should be made to offset the sex antagonism apparent in American life today as a result of woman's changing economic and social status. This antagonism operates, in both men and women, to condemn to barren lives those very women who by reason of intellectual ability should reproduce their kind. Girls should be taught the fundamental nature of relationships between men and women, and the underlying need of the male for reassurance. Boys should be taught the real emotional and sexual needs of women, and the insignificance of their changed status in relation to these needs, in order that misunderstanding, prejudice and distrust may not prevent mating with women who are especially well equipped, through ability and attainments, to undertake the responsibilities of marriage and parenthood.

Character education should lay the ethical foundation for successful courtship, marriage and parenthood. An understanding of the ideals of marriage, and of the mutual responsibilities to each other and to society involved in relationships between men and women, goes far toward enabling boys and girls properly to evaluate the significance of blind sexual attraction in their lives.

The charge, sometimes made by the pedagogically minded, that the foregoing suggestions tend toward the inconsequential is admittedly partially true. But, however sacramental or legally binding marriage is, courtship often begins in the apparently inconsequential, and courtship is the first step in founding a home. Few human beings would undertake the grave responsibilities of parenthood if not precipitated into them by emotions kindled in pleasure. Certainly the phase of sex which primarily concerns the adolescent is the incipient stage of mystifying shyness, experimental overtures, parade, and tentative pairing off. It would be of little use to ignore completely the lighter beginnings which are of such tremendous import to youth in an attempt to hasten the mature gravity it cannot reach save by the experimental process of growing up.

## EXTRACURRICULAR ACTIVITIES

In the varied pursuits of extracurricular life youth finds rich opportunity for education from experience. Friction occurs and must be overcome; emergencies arise and must be met; leadership is demanded and must be supplied; loyalties, enthusiasms, and ambitions are born and play their passionate part. Extracurricular activities possess a certain social value for even the most sophisticated high school student, and for the average adolescent they are of overwhelming importance. The school holds the guiding reins. The influence of deans or directors of student activities may be used to direct the course toward a desirable goal. The intangible atmosphere of "school spirit" generated by extracurricular activities is the school's greatest force with the student, since then the school is no longer a taskmaster, a truant officer, a frigid pedant, but a shrine on which to lay the laurels of achievement.

The atmosphere of extracurricular activities is informal and social adjustments are constantly being made that are similar to those in the home situation. Pupils are receptive and eager for the ideals of consideration, loyalty, and cooperation that are necessary to team work and to family relationships. Extracurricular activities furnish a nucleus of social life which can be used to develop desirable qualities in adolescent personalities and also when these personalities are displayed to the opposite sex, thus providing the first natural step toward ultimate mating.

A sense of personal importance, of being able to inspire as well as give affection is of inestimable value to the adolescent. Teachers, leaders and counsellors in their debating, dramatic and auditorium work, can do a great deal toward developing this sense in their pupils, especially by developing the talents and individual gifts of the boy or girl who seems drab and is overlooked in school and on the playground. There are few if any pupils who with guidance cannot develop some distinguishing traits which mark them as worthy of attention and friendship. On the other hand the executive pupils, those who are natural leaders, need training in following or doing their share inconspicuously, on occasion.

Perhaps one of the causes of the rapidly increasing divorce rate may be the prevalence of recreation which prevents any real acquaintanceship before physical attraction has gained such headway that marriage becomes almost inevitable. Biological mating is not the only

requisite for a successful marriage; there must also be congeniality. The latter is of primary importance for it is apt to beget physical attraction. Getting acquainted is thwarted, to a large degree, by the fact that youngsters today seek purchasable recreation allowing little opportunity for discovering each other's characters but arousing the senses with high-keyed drama and exciting music.

The school possesses a nucleus for satisfying social life and could play a leading part in supplying a meeting place where adolescents could find companions of the opposite sex. Perhaps no other environment is so conducive to such sound companionship between the sexes, since it offers casual meetings in the classroom routine where work must be done, and extracurricular activities with their intenser moods of social life. Here it would seem is the most natural setting for girls and boys to learn to know one another and form those relationships from which lasting friendships and enduring marriages may grow; or from which social reactions may be so fortunately conditioned that functioning in group life will not be a barrier to happy mating.

## TRAINING LEADERS

ANY program of organized education having to do with a field so important and as yet so little understood as education for home and family life demands teachers with experience, education, and also certain qualities that have not hitherto been emphasized in teacher training programs, nor in the standards established for entering the profession.

Since this educational program is in its infancy and utilizes content hitherto regarded as too intangible and impractical to be included in definitely organized education, its teachers must be leaders. It is the responsibility of every teacher in this field to impress pupil and public with the possibilities of such instruction, and to stimulate the building up of desirable ideals of family life. These objectives demand teachers with such ideals who exemplify them in their daily living.

As it is probable that the fundamental human values in family life are the product of the interaction of personalities within the family, the problem of adjusting personalities is paramount in any program of educating youth for participation in home and family life. Teachers who have gained some degree of success in adjusting their own personalities, and hence are in a position to aid others in making adjustments, are therefore necessary.

Ready-made solutions to aid in personal adjustment cannot be handed out by leaders. Individuals must think their way through their own personal problems, make self-evaluations, and work out their own solutions, especially in relation to group living in a rapidly changing social environment. Leader training in this field is not alone for those who will guide youth in regular schools; it is also for those who will guide young people who have entered employment, are assuming financial responsibility in their homes and families, and will probably marry young. Also it should be remembered that the better the teaching of youth is, the less need there will be for types of parent education which are remedial rather than preliminary and preparatory in nature.

Those who plan to teach toward the attainment of these objectives should possess an appreciation of youth's problems and ability to

analyze them and give constructive aid in their solution. This requires a sympathetic understanding that invites the confidence of young people, a memory of the problems of one's own youth, the spirit of youth, and faith in the young people of today. Adults are not always willing to learn from one another and are frequently unwilling to learn from youth. Because teachers are considered the final authority on all questions, the dispersers of facts, the directors of thought, the final word on moot points in schools, it is difficult for them to realize that youth has much to contribute to their store of learning. The teacher who is successful in helping youth must be willing to learn from others—even from youth.

Practicable ideals of sound family life and belief in the efficacy of home and family life in relation to social welfare are also essential. Ideals that are chaotic, always in the abstract, impossible of being reached at any economic and social level, are ineffective. Firm convictions are necessary as to the value of the home in a society where questions as to its stability and articles on the disappearing home and family life are common. The teacher must be able to see, beneath the constantly changing forms of home and family life, its indestructible and permanent values.

The teacher and leader who would educate youth in relation to home and family life should have a social rather than ego-centric attitude toward life—an attitude that not only sees the need for legitimate service to others, but is prepared and willing to render such service. This attitude, however, should not be one of self-aggrandizement, one of uplifting others. A feeling of good fellowship and comradeship with youth, rather than one of domination, is needed. The rare, undefined but generally understood common sense is a precious possession for these leaders.

Varying interests and contacts with homes and family life at different economic and social levels are a great help in grasping the fundamentals common to successful family living, in interpreting correctly the needs of youth, and in making adaptations in instruction.

A director in a progressive school has said, "I do not see how any person can teach in a progressive school who is not a real person and has not lived some sort of an interesting, full life, or who is not living such a life. If one has amounted to something and is living life to the full, I have found very little difficulty in giving the techniques necessary to make an excellent teacher, provided it is in the person."<sup>1</sup>

<sup>1</sup> Bonser, F. G. "Teacher Training." See Bibliography.

A program for training teachers to instruct youth for home and family life does not necessarily call for the introduction of new materials in the curriculum of teacher training institutions. What is needed is a revaluating and reorganizing of present work in relation to the new objectives to insure to teachers in training: (1) a point of view in regard to the objectives to be accomplished and proper attitudes toward the program; (2) ability to recognize and select suitable content for training youth for home and family life; (3) ability properly to organize and utilize the materials for attaining those objectives; (4) ability to apply educational procedures adapted to the needs of youth; (5) ability to interpret results of instruction in terms of social values.

Today when the child and not the subject is the acknowledged center of interest in the schools and some headway in the elementary schools, at least, is being made in curriculum construction on such a basis, there is daily opportunity for directing children's activities into the field of home and family life. The potential teacher must be made aware of these opportunities and trained to think and feel in terms of an integrated curriculum in which one of the objectives is fitting young people for adjustment to home and family life.

The teacher training program for every teacher who will direct any instruction toward these objectives should furnish an intelligent understanding of and ability to apply fundamental principles of group living from such fields as home economics, sociology, psychology, and biology. This training should be of such a nature as to assist prospective teachers in developing for themselves a philosophy of family life.

#### SECONDARY SCHOOL TEACHERS

Specialization still holds sway in schools above the elementary level. In training teachers for these schools it should be recognized that practically all subjects would function in training for home and family life if their materials were properly selected, interpreted, and applied to opportune situations. Certain fields of instruction such as home economics and sociology are rich in content related to home and family life, but many other subjects in the high school and college curricula have adaptable material.

The biological, physical, and social sciences, literature, history, music and art are fine illustrations of fields replete with content that can be directed toward the objectives of education for home and family life.

"The opportunity of courses in natural and social sciences, in domestic science and education, in art and religion, is obvious. Still greater, perhaps, is the opportunity of the courses in literature, both English and foreign. If literature is a portrayal of and an interpretation of life, surely it can not ignore sex and reproduction, on which life itself depends. Notoriously, it does not, outside the classroom! Class discussion is not to be conducted as if a literary masterpiece were merely a vehicle for education in social hygiene and eugenics. Neither, on the other hand, should it be conducted as if a literary masterpiece were merely a vehicle for the presentation of certain technical problems. The teacher who fails to criticise, or to encourage the students to criticise, the author's handling of moral and social, as well as technical problems, is doing an injustice to literature."<sup>1</sup>

Educators are agreed that education today should build upon knowledge and experience the pupil already possesses and upon that he acquires while in school. This should be supplemented by organized and directed experience which encourages use of education in daily living.

Training for teaching for home and family life should take into account the previous experience of those in training, make provision for extending it, and give the students a feeling of responsibility for securing further experiences when their training is over. Students must also have opportunities to put into practice, during the learning process, the principles they are acquiring. This should be done through supervised observation of youth and practice teaching. Nursery schools, kindergartens, and training schools in training institutions give students the experience under direction. Opportunities for observation and practice can be created, also, by training schools establishing cooperative relations with local day nurseries, kindergartens, and elementary and high schools; with nearby rural schools for student teaching; with local children's hospitals and homes; with families where students may have entrée for impersonal observation of family life in operation.

This brief survey of the needs in connection with training leaders for home and family life teaching indicates that training institutions must take more responsibility in the matter than they have. Candi-

<sup>1</sup> Popenoe, Paul B. "How can Colleges Prepare their Students for Marriage and Parenthood?" See Bibliography.

dates for training in any teaching field should be selected with great care; ways and means of choosing the best applicants for training are needed, and also ways for inducing other promising persons to apply for training. Applicants have usually been rated for scholarship, rather than for personality and experience, although ratings on the last two items are much more important. Rating scales for personality and score cards for experience are being developed and used successfully in some places. All teacher training institutions should avail themselves of the existing techniques for making these ratings. The American Council on Education, Washington, D. C., publishes two personality report forms—*Revision A, May 9, 1929*, and *Revision B, May 9, 1929*. Rating cards are used for teachers at the University of Minnesota, and at the Iowa State Agricultural College. *The Educational Record Supplement No. 8*, July, 1928, of the American Council on Education gives an account of the progress of three committees that have been working on personality ratings.

#### MENTAL HYGIENE SERVICE

Mental hygiene service is being introduced in teacher training institutions, and departments are being organized to aid students in making personal adjustments. There is a scarcity of persons qualified to undertake this delicate work, but it is suggested that as conditions warrant, teacher training institutions should add staff members trained to help prospective teachers attain personal and social adjustment.

#### NEED FOR CONTINUED TRAINING

Emphasis in the past has been placed on training teachers before they begin teaching. But the increasing recognition of the necessity for modifying points of view, objectives, content, and methods of instruction to meet changing conditions and utilize the results for teachers in service has increased in importance. Today a number of leading educators believe that two kinds of training are of equal importance, and a smaller number would give training in service the more important place. The teacher makes the school, and we can expect little from any school where training ceases with what the teacher acquired in her preservice program. Training in service is no doubt of greater importance in the education for home and family life since the successes and failures of school programs form a basis for determining how teacher training institutions can best introduce the pre-employment teacher training work.



## METHODS OF TRAINING

*Integrated Curricula.* A few institutions in the country have developed pre-employment teacher training programs for home and family life or for closely allied fields which achieve carefully planned and directed student activities through a complete or partial integration of the curriculum toward the main objective.

The *State Normal School, Towson, Maryland*, which trains teachers for the first six grades of elementary school, has a fairly completely integrated curriculum centered around health. An integrating committee directs the health program. Students are grouped in 22 health sections, each with an officer selected by the student body. Students needs, not subject content are the guide; teachers and programs are selected on this basis. Students have ample opportunity for contact with children, as the institution has a school of from two hundred to three hundred pupils which cooperates in student teaching in three counties.

All courses are coordinated with these student teaching centers and there is constant cooperation among subject-matter teachers, critic teachers in the centers, and student teachers. Each prospective teacher has six weeks' experience in one center in her senior year and six weeks' in another. During this time she must participate in at least three meetings of the parent teacher association. There is a distinctly social atmosphere in all classroom relations and the spirit and philosophy of the school contributes to those things which make for good home and family life. Such an integration of the teacher training curriculum could be made around education for home and family life instead of around health.

*One Subject.* Another device in the preservice training of teachers is stressing objectives for home and family life in a single field of study, as sociology, psychology or home economics.

*At the Buffalo, New York State, Teachers College*, a specialized psychology course was given where the personality study method was applied to the training of teachers. The course was required for last year students. Its main purpose was to help students understand the age level they were going to teach. The only other psychology these students have is a course in elementary educational psychology in the freshman year, except for an elective in social psychology. The work centers around the study of a normal child in the practice school which is made by each student. The student

observes the child in the classroom, and in several other situations, she searches out all the available information about him from teachers, parents and school records, and finally compiles and analyzes this material into a "Personality Study."

Class work is devoted to consideration of the principles of personality development, and to discussion of the application of these principles to particular problems which the students have discovered in the children they are studying. Whenever time permits, demonstrations of children of preschool age are arranged and personality trends are noted and discussed. The characteristics of children of the ages below and above the particular age in which the class is interested are considered.

The *State Agricultural College, Storrs, Connecticut*, includes in a course on "Sociology of the Family," a sub-course on family relationships for senior women with professional aims as teachers of home making under the Smith-Hughes Act. It is proposed in this course to trace historically the origins of the family as to form, functions, customs, and the like; make an analysis of important case groups of families through field surveys and other sources of information in order to discover the nature of the social and economic problems of modern households; discover, if possible, significant leads to the selection of course material, methods of instruction, and the assembly of homogeneous social groups for instructional purposes in the field of home making education.

To obtain these general aims two outlines have been formulated. The first furnishes a brief general outline of the course including a preview of the field, foundations of the family (original), functions of the family, and problems of the modern family. The second is for the social analysis of families (case-type studies) designed to guide junior students in two weeks of social observation and analysis which they make in the field during summer vacation before their final year in college. As a preliminary step to this field study the student makes an analysis of her own family, according to the outline.

The field study which includes the detailed analysis of three or more case-types of families by each student is made under the joint supervision of the instructors in the courses on family relationships and special methods in teaching home economics. It is hoped that the students will obtain from these analyses a practical, concrete conception of actual living conditions and relationships now existing in typical groups of homes. The data collected by all the students are

tabulated as part of the class work in the course on family relationships and are used to furnish material for the special methods course in the teaching of home economics.

*Personality Development.* A third device used for training teachers to educate youth in relation to home and family life is the program of personality development.

At the *Ohio State University, Columbus, Ohio*, upper class student assistants to the dean of women are given instruction and experience in interviewing freshman students. The student assistant assembles everything that she can find on a sheet called *data concerning background*, before her first interview. Her contact with the student lasts from one quarter to a full year, during which she records all information available on a second sheet called *data while in the university*. This sheet covers the complete record of the student's university course so that it is not finished at the time the interviews cease. The student assistant is given pamphlets and blanks to use at the successive interviews to give them purpose.

This project is double edged. There is no doubt that the freshmen are helped, perhaps more than they would be by older and more skillful interviewers. The student assistants get an extraordinary education from the process. They learn to take an objective, unemotional, constructive attitude toward the behavior of others. A personality rating scale adapted from that of the American Council on Education already referred to is used.

*Home and Family Life Course.* A fourth device is a definite course in home and family life. At the *Stout Institute, Menominee, Wisconsin*, a three years' sequence of subjects is offered which takes up (1) problems of the family as a unit of modern society, (2) physical development of the child in the family group, (3) mental development of the child, (4) social and moral education of the junior high school pupil, (5) the problem of the small home group living as one unit. The institution maintains a nursery school and the student teaching is based wholly on needs of individuals as discovered through questionnaires, conferences with city superintendents and principals of schools, and conferences with children and parents in their own homes.

*Other Procedures.* Other institutions, although their direct objectives are not preparing teachers to instruct youth in relation to home and family life, undoubtedly give desirable preparation for that purpose as a by-product of the regular instruction. This is true of orientation courses in the freshman year that suggests the way to a

curriculum that will afford some training for the teaching of youth in relation to home and family life; of colleges with nursery schools and kindergartens that provide frequent contacts with children for the teachers in training. The development of a home and family atmosphere in dormitories and home management houses, and placing increased responsibility on the student body by the organization of student government associations with general oversight of outside student activities, student committees to make suggestions to the dean regarding the curriculum and methods of teaching, and cooperative government groups of faculty and students to plan programs, also contribute. Basing the teacher training curriculum upon the needs of teachers as determined by studies of their problems and difficulties, and conferences with groups of students on such topics as personality and character development, personal hygiene, friendships, social problems of young people, and family problems of young people, are useful. Integrating two fields, as psychology and sociology, to work for the adjustment of the gifted child; carefully correlating the student teaching program with the home program of the child, so that the child's school life is integrated with his life in the home environment; and semester ratings and reorganization of attainments in personal qualifications with personal conferences as to ways and means for improving these, are all steps towards training.

#### TRAINING FOR TEACHERS IN SERVICE

Training teachers in service for the education of youth for home and family life is being secured by summer courses at teacher training institutions, conferences and institutes for selected groups of teachers, employment of state and local supervisors and directors, extension courses, and prescribed reading and study courses as bases for discussion. Specially trained leaders are needed for each of these methods. There should also be provision for projects and other activities so that the principles taught find immediate application in real life. Illustrations of this training are found in state and local programs and in special courses in institutions.

*State Agencies.* In *Delaware* a competent field leader trains vocational teachers of home economics for better understanding of child behavior in its relation to home and family life, and how to apply such knowledge to home economics for high school girls. The work is conducted through the cooperation of the Bureau of Adult Education and the State Citizens Association with the State Board for

Vocational Education. The basic problem in this work was to determine what information about young children should have a place in home economics courses in high schools and to indicate possible ways of including such instruction.

The procedures used were: (1) discussion of reasons for including child care and guidance in a vocational home economics course for high school girls; (2) reports on high school girls' interest in younger children and responsibility for them; (3) a year's analysis of existing course of study to discover where information on child care could naturally be included, and what it should be; (4) evaluating items already in courses in the light of standards set up for choice of new items; (5) planning units to fit the needs of particular classes on the basis of principles developed during the analysis; (6) analysis of these units to assure that certain objectives set up by the teachers have been met (a desirable point of view toward children and their place in family life); information and sources of information about child development, and ways to make the information meaningful so that it will function in the students' lives.

Such a plan for training home economics teachers in service for education of youth for home and family life could be used in any field that offered possibilities in this field.

*State Departments of Education.* In *New York State* a parent education leader on the staff of the State Department of Public Instruction describes her state program as follows:

"In January, 1929, a series of four conferences was held for the teachers of home economics in the capital district. At these conferences, the possible content of child study units required in the curriculum was discussed. The teachers were urged to develop the situation which the students studied in their child study units from the family experiences of members of their classes. It was clear as a result of these conferences that it was a very hazardous undertaking for teachers with no training in child development to teach a child study unit.

"At present, I am working on a course of study for teachers of home economics in the junior and senior high schools. This course of study will be set up in mimeographed form and used experimentally this year with a view to printing it if it seems worth while for next year. Three periods of the child's life will be covered in the course of study\* (1) infancy to two years will be studied, in which various places and ways of

observing babies will be suggested, as well as subject matter for discussion; (2) the two to four year child will be studied by means of nursery school slides and observation of children in the pupils' homes and neighborhoods. Subject matter for class discussion will also be included; (3) the third period, from four to six, will be studied through subject matter for discussion and directed observations of children in the local kindergartens.

"In addition . . . this division is cooperating with a state committee in the revision of the home economics curriculum for junior and senior high schools.

"One of the state teacher training institutions in its college of home economics, through courses and observation in the nursery school and a limited amount of participation in actual family situations, is equipping its home economics teachers with an understanding of the child in the home. This work is also in process of development."

This procedure could be adapted for other fields than home economics.

*Field Work.* In *Georgia* teachers in service are reached through summer courses by a specialist in child development and parent education at the state college of agriculture. The course designated as a survey course in child development and parent education embraces such topics as:

Education for living

Changing family life

Family relationships in the modern home

The home examines the newer views on heredity and environment

Growth and development of the child—physical, mental, emotional and social-normal; cross section view of the infant, of the child at five, of the eleven year old, of the adolescent

Goals in child training

Newer methods of child training in the home as to habit formation, principles and techniques, play and play space, recreation, toys, discipline, obedience, rewards, punishment, sex education, reading, the use of money.

The institution has a nursery school. At the state institutes for teachers in service a member of the staff for child development and parent education of the state agricultural college presents the new

developments in parent education and conducts a round table with the teachers.

*Itinerant Teachers.* In *Oklahoma*, itinerant teacher trainers from three state teacher training institutions spend time in the field. They stimulate the building up of reference libraries of bulletins, books, and illustrative materials on child development and parent education and encourage the use of community resources for motivating instruction, sharing in community life, and observing and caring for children. They also point out ways and means for using simple equipment already in the school, and for securing new equipment, such as low shelves for toys and books, wardrobe hangers, tables, chairs, toys and books. They suggest class problems and activities adapted to the training of children such as assembling household equipment that can be used in play, deciding how it can best be used and what children can do with it and learn from it. They show how contacts can be made with children by bringing them to school for a meal or telling them a story, and they suggest the organization of a nursery school where feasible, and conducting home projects in child care.

*The Merrill-Palmer School* in *Detroit* places the emphasis in all its instruction upon child development and parent education, and made the following statement for this report:

"We are in the initial stage of helping the educational leaders realize the necessity of a broader training in the understanding of child life and family life for teachers who work with children.

"This school is training a number of young women from our state college and other schools in the state, some of whom will be teachers, and we hope they will be able to do something in the way of demonstrating the value of such training in the effectiveness of their teaching. This however is, we realize, a relatively slow process. Much needs to be done before we have in any way affected the general educational policy in the state.

"Outlines and bibliographies on mental hygiene have been circularized upon demand to any interested groups in connection with the public school system in the state. We have in some instances been consulted by directors of county normals as to the organization of mental hygiene courses, and have a loan library for parent teacher groups who wish to study mental hygiene and child study courses. There is a loan library in connection with the state department of health.

"One of the specific needs seems to be a demonstration of what can be done in order to set up some sort of standard as to methods that can be used in training teachers so that they may have a better understanding of the part they can play in the child's mental health. Several proposed plans have been worked out for this demonstration.

"The 'Children's Fund' of this state has given enough money to supply teachers of child health in all of the normal schools in the state. This is just a beginning—apparently the plan embraces at present only physical health. We hope that in time provision will be made for teaching mental health and giving a better understanding of child development and family life to these teachers who are to go out to deal with children."

#### TRAINING ADMINISTRATORS

Although the teacher is the most important factor in any educational program, her activities may be supported and promoted, or they may be hampered and thwarted by administrators who do not understand or sympathize with the objectives and procedures of her program. The latter occurs especially when new educational procedures are introduced that call for modification of established programs and seem to interfere with the smoothly running machinery of the school system.

The spirit of the school administrator and his attitude toward any field of instruction will always permeate the system and affect the teaching content and procedures. It is therefore essential that if the education of youth in relation to home and family life is to bear fruit, administrators have a sympathetic point of view and attitude toward it.

Therefore institutions interested in preparing teachers with a point of view about education in home and family life should also provide for training administrators who will appreciate the value of this type of education and recognize the part it should play in all school instruction. This training may be offered through summer schools, special conferences, regular courses in school administration, selected and recommended centers for observation, and contact with leaders in the field.

The possibility of organizing functioning programs for training leaders for educating youth in home and family life in teacher train-



ing institutions depends largely on the administrative staff. Organization and maintenance of programs require that the institution provide: (1) opportunities for teachers to use subject matter for educating children for family life; (2) sufficiently lax subject matter requirements to allow selection of desirable instructors and educational situations; (3) supervised teaching affording experience with children; (4) correlation of general education courses and field practices; (5) a reorganization of the curriculum to include family point of view in method, content, experience, and administration.

It is evident that these essential conditions can be secured only through an administration staff that appreciates the essential conditions for achieving desirable results and makes such conditions possible. It is through the administrative staff that departments are coordinated and what is common rather than what is different in the departments is emphasized. The relation of the administrative staff to training teachers in service for this field of education is no less important than in preservice training. State departments of education and itinerant teacher training service from the institution must be so administered that possibilities for this type of training are present.

## SUMMARY

IN the preceding pages an attempt has been made to develop a point of view upon an important, indeed a fundamental aspect of education and to illustrate by such specific examples as are available the attempts of schools throughout the country to deal with it.

It should be stressed that this report does not intend to suggest adding to already crowded school programs and elaborate school organizations an additional subject and organizational element. Its purpose is to suggest the manner in which subjects now having a place in the program can be looked at from a changed point of view and utilized to develop larger outcomes of a kind greatly needed at this time. It is not important that the titles of the subjects and courses be changed, if the point of view underlying their treatment and the outcomes sought are affected by the philosophy of educating for home living. This would adapt the curriculum, and help to realize increasingly in the schools of the country the outcome deemed important.

One of the primary concerns of the school administrator interested in the problem is the development in teachers of a proper conception of opportunities. Another is the preparation of teachers before and in service to utilize these opportunities. This means the constant direction of subject matter by teachers toward preparation for home and family living through developing every phase of subject matter which offers opportunities for this direction. When this is done preparation for home and family life becomes an aspect of every subject in the curriculum, just as the civic ideal has been recently.

The qualifications for teachers who will develop this point of view have been outlined and should be increasingly expected as a standard qualification of every teacher. Teachers in service should have opportunities for the same type of training, and gradually the entire teaching staff should be imbued with an understanding of the underlying importance of the subject and with a desire for preparation which will enable them to bring about the outcomes suggested.

Some teachers should assume a more active part in this type of education. This requires adequate preparation and a positive obligation in the use of particular subject matter. Teachers of home economics especially belong in this group, because their field has devoted itself definitely to subjects in the field of the home, and because

preparation for home and family living readily becomes part of the subject matter and organization of home economics.

Education for home and family living need not involve elaborate and costly equipment and materials, though it is possible that in the future experimental use of real homes based upon the experiences of the ordinary family, may indicate the need for some provisions that will be indispensable to the largest success of the undertaking. At present administrators need not commit themselves to an increased staff and larger investments in buildings and equipment in order to begin to realize at once the desirable outcomes recommended. Administrators have an opportunity in recognizing that participation in family life is vital and fundamental and that it should be accepted as a controlling principle of school organization. They can render no more important service than to bring the body of school workers to understand and accept its principle and to encourage their increasing application in teaching—a service which will do much to insure the fulfilment of the administrators' obligation to the present and to the future.

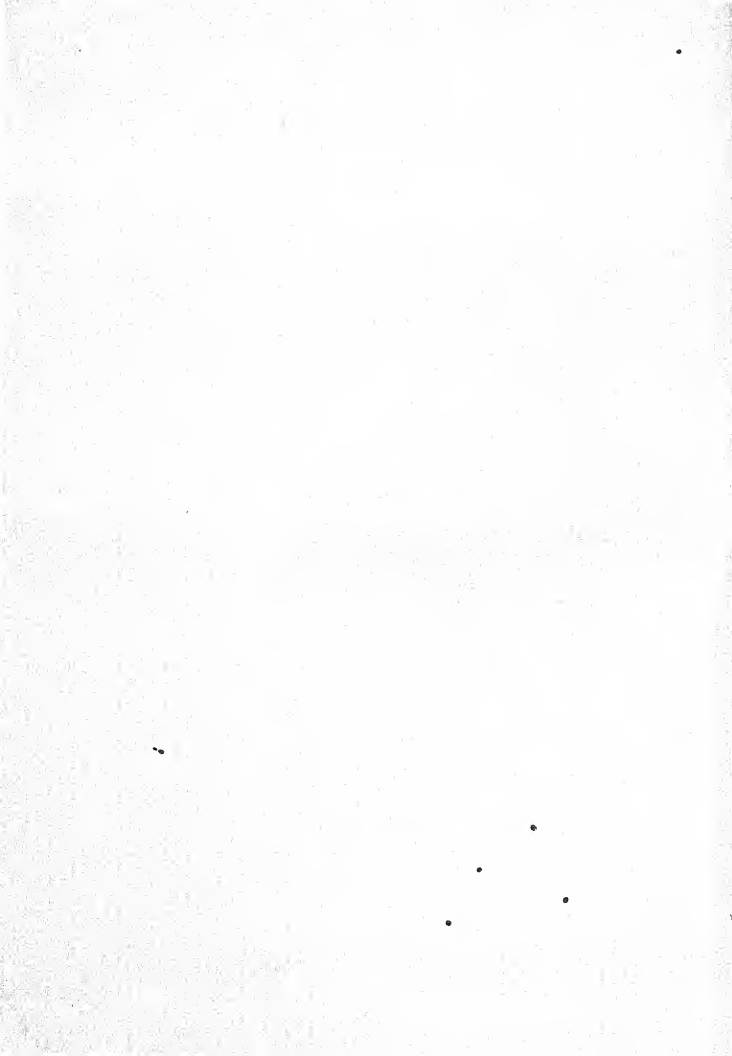
The primary purpose of education for home and family life is to help youth find wholesome and useful patterns for achieving a balanced maturity. The child must acquire the ability to adjust himself in his human relationships, including those in the home. The art of teaching this ability is not easily expressed in a curriculum. Nor are the techniques and subject matter used to teach it as important as the quality of the relations between teacher and student.

"There lie the raw materials of glory—the same old primitively necessary human ties without which the race has never been able to exist a moment . . . mating, parenthood, responsibility of one for another.

"Broken and gone are many of the ugly old fetters which hampered the movements of all, and rubbed raw sores on the limbs of many. Some order and discipline there must be—such is the essence of creative art which by order and discipline and intelligence and inspiration creates something finished and beautiful out of raw material . . . There lies our raw material—the relationship between men and women, between parents and their children. We know from the core of our beings that beautiful things can be made of such relationships, and the glowing certainty of this seems to me to be the first element in any training to cope with them."<sup>1</sup>

<sup>1</sup> Fisher, Dorothy Canfield. "A Challenge." In *Family Life Today*. See Bibliography.

## APPENDIX



## APPENDIX

### SCHOOLS KNOWN TO BE UNDERTAKING SOME EDUCATION FOR HOME AND FAMILY LIFE

#### *Alabama*

Birmingham  
Barker  
Birmingham Public Schools  
Ensley  
Ensley High  
Sulligent  
Sulligent High

#### *Arizona*

Glendale  
Glendale Union High

#### *California*

Berkeley  
Berkeley High  
Engelwood  
Engelwood High  
Oakland  
Fremont High  
San Francisco  
Galileo High  
Long Beach  
Long Beach City Schools  
Los Angeles  
Manual Arts High  
Oakland  
Public Schools  
Pasadena  
Public Schools  
Moulder Bldg., San Francisco  
Supervisor Home Economics

#### *Colorado*

Denver  
Public Schools  
Fort Collins  
Laporte High  
Sterling  
Sterling High  
Yuma  
Yuma Union High

#### *Connecticut*

Colchester  
Bacon Academy  
Greenwich  
Edgewood  
Wilton  
Experimental Rural

#### *Delaware*

Wilmington  
Tower Hill

#### *District of Columbia*

Washington  
Power Jr. High

#### *Georgia*

Mt. Berry  
Berry Schools  
Atlanta  
Russell High

#### *Hawaii*

Public Schools

#### *Idaho*

Boise  
State Supervisor of Home Economics

#### *Illinois*

Chicago  
Chicago Public Schools  
Flower Technical High  
Winnetka  
Newtrier High  
North Shore Country Day  
Springfield  
State Department of Education  
Chicago  
Winchell Continuation School for Girls

#### *Indiana*

South Bend  
Central Senior High  
Terre Haute  
Garfield High  
Indianapolis  
Indianapolis Public Schools  
South Bend  
James W. Reilly High

#### *Iowa*

Alerton  
Alerton Public  
Elkador  
Elkador Public Schools

#### *Kentucky*

Lexington  
University High

#### *Maine*

Portland  
Portland and Deering High

*Massachusetts*

Chestnut Hill  
 Beaver Country Day  
 Brookline  
 Public Schools  
 Cambridge  
 Shady Hill  
 Fall River  
 Public Schools

*Maryland*

Baltimore  
 Douglass Senior and Junior High  
 Supervisor Home Economics Education  
 Western High  
 No. 76 Fort Ave. and Decatur St.

*Michigan*

Ann Arbor  
 Ann Arbor High  
 Detroit  
 Eastern High  
 Dearborn  
 Fordson High  
 Detroit  
 Garfield Nursery  
 Girls Vocational  
 Highland Park  
 High  
 Ann Arbor  
 Lappan Jr. High  
 Grand Rapids  
 Lexington  
 Detroit  
 Liggett  
 Fordson  
 Miller  
 Detroit  
 Northern High  
 St. Johns  
 Rodney Wilson High  
 Detroit  
 St. Lee's  
 St. Mary of Bedford

*Minnesota*

East Grand Forks  
 Central High  
 Mankato  
 State Teachers College  
 Minneapolis  
 Jefferson Junior High

*Missouri*

St. Louis  
 Public Schools  
 Kansas City  
 Public Schools

*Nebraska*

Lincoln  
 Public Schools  
 Omaha  
 Technical High

*Nevada*

Sparks  
 Sparks High

*New Jersey*

Trenton  
 Board of Education  
 Paterson  
 Central High  
 East Orange  
 East Orange High  
 Paterson  
 Eastside High

*New York*

Brooklyn  
 Brooklyn Girls Continuation  
 Rochester  
 Department of Education  
 Buffalo  
 Fosdick-Masten Park High  
 Girls' Continuation  
 Hutchinson Central High  
 Columbia University, N. Y. C.  
 Lincoln School of Teachers College  
 Manhattan, N. Y. C.  
 Public School No. 76  
 Waterford  
 School No. 1  
 Patterson  
 Schools

*North Carolina*

Charlotte  
 City Schools  
 Winston Salem  
 City Schools  
 Raleigh  
 Raleigh  
 Greensboro  
 Guilford Co.

*North Dakota*

Casselton  
 Casselton High

*Ohio*

Cincinnati  
 Bloom Junior High  
 Cleveland  
 Cleveland Heights  
 Collingswood High  
 Fairmount Junior High  
 Columbus  
 North High  
 Akron  
 Public Schools  
 Toledo  
 Public Schools  
 Dayton  
 Shafer Boulevard  
 Cincinnati  
 Withrow High

*Oklahoma*

Tulsa  
 Central and Junior High  
 Oklahoma  
 Oklahoma City Public Schools

*Oregon*

Cornvallis  
 Public Schools

*Pennsylvania*

Philadelphia  
Philadelphia Public Schools  
South Philadelphia High  
Allentown  
Public Schools  
York  
Wm. Penn Senior High  
Youngsville  
Youngsville

*Rhode Island*

Providence  
Bridgham Junior High  
Technical High

*South Carolina*

Lake View  
Lake View High  
St. Helena  
Penn Normal Industrial and Agri-  
cultural

*Tennessee*

Richmond City  
Richard Hardy Memorial

*Texas*

Dallas  
Public Schools  
Odessa  
Public Schools  
San Antonio  
Public Schools  
Houston  
Public Schools

*Texas*

Denton  
Practice School of Texas State Col-  
lege for Women  
Houston  
Sam Houston High  
El Paso  
Vocational

*Utah*

State Capitol, Salt Lake City  
State Supervisor Home Economics  
Education

*Virginia*

Richmond  
Public Schools  
Whitnell  
Whitnell Farm-Life

*Washington*

Seattle  
Concord  
Summit

*Wisconsin*

Milwaukee  
Milwaukee Vocational  
Madison  
Randall

*West Virginia*

Charleston  
Public Schools



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